DOCUMENT RESUME

ED 152 008 EC 103 999

AUTHOR Connor, Frances P.
TITLE In-Service Preparation of Career Education Leadership Personnel: Training Model.
INSTITUTION Columbia Univ., New York, N.Y. Teachers College.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE Sep 77
GRANT 451AH71396; G007602963
NOTE 150p.; For related information, see EC 104 000 ; Best copy available

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *Career Education; Demonstration Projects; Elementary Secondary Education; Field Instruction; *Handicapped Children; *Inservice Teacher Education; *Leadership Training; Program Descriptions; *Program Evaluation; *Special Education Teachers; Teacher Seminars; Teacher Workshops

ABSTRACT

Described is the project to prepare special educators for roles as career education program developers, change agents, and catalysts within the structure of existing special education programs. Outlined in an introductory section are the background and need for the project, the three project components (inservice training of special education leadership personnel, field based supervised career education activities, and workshops on specialized career education issues), the populations served, program staff, and cooperating organizations. A second section, on project implementation, covers program goals and objectives and the three program dimensions (including the topics and speakers at seminars and workshops). Results from program evaluation are reviewed within the three program components and within the program's goals and objectives and include that career education for exceptional children is receiving increased attention in school systems represented by the 14 leadership trainees and that leadership trainees felt more confident in their career education supervisory/training roles after participation in the project. A final section proposes specific recommendations relating to the three primary components of the program and outlines some of the major strengths and problems encountered in the administration of the project. Among appended materials are assessment questionnaire, definitions of terms and instructions, and a seminar schedule. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED152008

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

IN-SERVICE PREPARATION OF CAREER EDUCATION LEADERSHIP PERSONNEL: TRAINING MODEL*

BEST COPY AVAILABLE

Department of Special Education
Teachers College, Columbia University

Director: Frances P. Connor
Coordinators: Barbara Vorndran
Eva Hoffmann

*Funded Under The Bureau of Education for the Handicapped,
DHEW GRANT # 451AH71396

EC103999

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Dr. Frances P. Connor
Teachers College/
Columbia
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ACKNOWLEDGEMENTS

We would like to express our appreciation for the generous cooperation we received from many individuals during the course of the Project: from our colleagues in the Department of Special Education at Teachers College, from members of the Teachers College Library staff and Audio-Visual Department, from the Life Skills Project of the Psychology Department, from personnel of Central Stores and the Duplicating Department. The Project participants gained much from the agencies who let us visit and whose staff gave so generously of their time -- the Association for the Help of Retarded Children, "Open Doors", Human Resources Incorporated, and the Fashion Institute of Technology. The speakers who came to our sessions enriched our Project immeasurably. Our gratitude goes to all of the above mentioned and to many others.

TABLE OF CONTENTS

page

Acknowledgements ---------------------------------- ii

Chapter I: Introduction ---------------------------- 1

Background and Need ---------------------------- 1

Purpose -- 3

Component 1 - IN-SERVICE TRAINING ------------ 4

Component 2 - FIELD BASED SUPERVISION -------- 4

Component 3 - WORKSHOPS ON SPECIALIZED ISSUES- 5

Populations ------------------------------------ 6

Staff -- 11

Cooperating Organizations ---------------------- 11

Chapter II: Project Implementation ---------------- 13

Program Goals ---------------------------------- 13

Program Dimension 1 - SEMINARS ---------------- 15

Program Dimension 2 - FIELD ACTIVITIES --------- 17

Program Dimension 3 - WORKSHOPS --------------= 18

Chapter III: Results of the Project-------------- 21

Career Education Perceptions ------------------ 21

Career Education Evaluation ------------------- 24

Workshop Evaluation --------------------------- 28

Component 2 - Field Based Activities ---------- 30

Project Goals and Objectives ------------------ 32

Chapter IV: Recommendations and Implications ----- 36

Component 1 - Recommendations ----------------- 36

Component 1 and 3 - Recommendations ----------- 38

Component 2 - Recommendations ----------------- 39

General Evaluation Summary -------------------- 40

Footnotes -- 42

Appendices --------------------------------------- follow 42

TABLES

TABLE 1 - Leadership Trainees' Positions -------- 9

TABLE 2 - Workshop Participants' Positions ------ 10

TABLE 3 - Recipients of Participants' Services -- 10

TABLE 4 - Evaluations - System Changes ---------- 25

TABLE 5 - Evaluations - Participant Changes ----- 25

TABLE 6 - Evaluations - Information Dispersal Potential --------------- 27

MAPS AND CHARTS

ILLUSTRATION 1 - Map of Coverage Area ----------- 8

ILLUSTRATION 2 - Time Line for the Project ------ 12

Chapter I

Introduction

Background and Need

The United States Office of Education has identified Career Education as one of its training priorities over the past several years. However, despite evident interest and involvement of Federal and State agencies, school systems, and community agencies, definitive training patterns for educators in the career education of the handicapped have not yet emerged.

Exceptional children need Career Education as much or perhaps more than other children, but their opportunities to obtain these services are fewer (Garrett and Levine, 1973)[1]. A number of factors resulting in limited opportunities for these children have been suggested, including:

1) Experience deprivation among exceptional children denies them certain spontaneous learnings in the family and the community that contribute to vocational readiness.

2) In view of current labor market conditions and the attitudes of many employers against hiring the handicapped, exceptional children and their parents are anxious about the prospects for post-school vocational adjustment and are urging schools to strengthen their programs in this area.

3) Community organizations that normally expedite career development (such as the Boy and Girl Scouts, community centers, employers of students, and volunteer opportunity facilities) tend to accept fewer handicapped young people than are in need of these experiences.

4) The nature of the child's disability often limits learning capacities to the degree that the schools are compelled to devote larger blocks of time to basic educational programming, leaving fewer opportun-

ities in the classroom setting for the introduction of career related materials.

5) Many of the handicapping conditions per se, found in special education settings, constrict the range and variety of occupational possibilities for the exceptional student, necessitating more planning activities to indentify and prepare for feasible occupations for each student (Younie and Rusalem, 1971)[2].

6) "... Of our total population, 53 percent are employed; only 42 percent of the handicapped are employed. Seventy percent of all males have jobs while 58 percent of the handicapped males are employed. Thirty-eight percent of all women are employed while only 24 percent of handicapped women are employed." (Fact Sheet: Who are the Handicapped? U.S. Department of Labor Employment Standards Administration, Washington, D.C. 20210).

The United States Office of Education, Bureau for the Education of the Handicapped, in acknowledging that school programs should play a major role in preparing handicapped students for successful employment, declared that a major objective is to assure that by the year 1977, every handicapped child who leaves school has had career educational training that is relevant to the job market, meaningful to his career aspirations, and realistic to his fullest potential.

Although a few attempts have been made to confront this situation in a systematic manner (for example, requiring pre-service special educators to take courses in guidance and Career Education), the lack of vocationally-oriented qualified special education personnel remains. Indeed, the problem is becoming intensified even as the awareness of the need for Career Education becomes sharpened among special education personnel. This is occuring because few concurrent provisions are being made for the preparation of personnel qualified to assume the leadership and direction of such programs. The problem is further complicated by current budget limitations which suggest that few special education programs will be able in the near future to hire new full-time specialists for this purpose, even if such specialists were to be available.

In sum, the current state of the art and the crucial need for qualified Career Education personnel to work with exceptional students underscored the need to demonstrate innovative methods of preparing special educators to assume positive roles in this area.

Purpose of the Project

The Project was designed to prepare special educators for roles as Career Education program developers, change agents and catalysts within the structure of existing special education programs. Teachers, supervisors, coordinators, and administrators of special education programs who were designated by their school systems to be Career Education consultants and coordinators for handicapped students participated in task-oriented "half-day" weekly seminar-workshops at Teachers College, Columbia University. On-site supervisory and consultant visits were made by the Project staff to each participant's school system on a regular basis to insure that project learnings are applied efficaciously to local special education situations.

In addition, twelve intensive workshops on specialized Career Education issues in special education were offered by open invitation to special educators working within a 50 mile radius of Teachers College. The purpose of the project fell into the following three components:

Component 1 - IN-SERVICE TRAINING OF SPECIAL EDUCATION LEADERSHIP PERSONNEL

The Project focused on perparing special educators to assume Career Education responsibilities. Modules developed for use in weekly half-day training sessions at Teachers College communicated to special education leadership personnel the basic concepts of Career Education, the implications of these concepts of Career Education, the implications of these concepts for handicapped students, and procedures for delivering Career Education services to exceptional students within this framework. In an effort to maximize the practical value of the training, the following experiential sequence was used in each content area:

1. Participants were introduced to fundamental Career Education ideas, methods and skills.
2. They were helped to relate these to the special needs and problems of exceptional children served in special education programs.
3. They were given guidance in developing lessons, content, arranging programs, applying instructional approaches, and providing interventions consistent with the needs of exceptional children and the attributes of their school systems.
4. They were assisted in implementing these plans in their own school systems.
5. With project assistance, they evaluated the outcomes of these implementation experiences to generalize from them into future career education planning activiites.

Component 2 - FIELD BASED SUPERVISED CAREER EDUCATION ACTIVITIES

In the supervised field experience, each participant applied Career Education concepts to the specific setting, population and personnel in that individual's employment setting. The testing of newly acquired ideas and concepts in real educational situations familiar to the participants added maximum relevance to training. Among the field activities that were planned and conducted by the participants and Project staff were:

1. Observations of the participant implementing a plan developed during a preceeding Wednesday session.
2. Participation by a Project staff member in an implementation activity for modeling purposes.
3. Consultation in the local district on program and case situations.
4. Advocacy of the school's Career Education Program by the Project staff member and the participants through meetings with local school personnel.
5. Participation in local planning for improved Career Education programming.
6. Assistance in conducting selected Career Education activities, primarily to instruct the participant.
7. Provision in cooperation with the participant of special materials, insights, skills, and suggestions needed by the local school district for its Career Education program.
8. Actual demonstrations of Career Education techniques with students, teachers, and others connected with the local school district, as an in-service training procedure.
9. Evaluation of Career Education components actually put into practice.
10. Assistance in solving the problems of coordinating local vocational resources on behalf of the local Career Education program.

Component 3 - WORKSHOPS ON SPECIALIZED CAREER EDUCATION ISSUES

Project participants and staff identified twelve specialized topics related to Career Education of handicapped students as priority areas for intensive workshop sessions. Topics identified included: The Problem of Mainstreaming, Writing the Career Education Grant Proposal, Cooperating with State Rehabilitation Agencies, Building School and Community Work Programs for Exceptional Students and Problems of Employing the Handicapped. Special educators interested in Career Education and working within a 50 mile radius of New York City were invited to attend sessions of their choice.

Attention was given to maximizing the practical value of these workshops. Each session consisted of an address or panel presentation by representatives of the Teachers College Faculty, members of public and private agencies and organizations or community employers. These presentations were immediately followed by small group workshops directed toward clarification of related problem solving strategies.

Populations

The program offered instruction and training to two groups of special educators: Career Education curriculum consultants who were enrolled in the project and participated in institute sessions, workshops and field experiences and other special education personnel who accepted the invitation to attend one or more of the intensive workshop sessions.

16 Career Education Leadership Trainees were enrolled in the Project. They represented 16 school districts in the New York metropolitan area (Illustration 1). These special educators formed a stable in-service population both in the formal training sessions and in their own local school field sites where the Project staff supervised some of their career education activities.

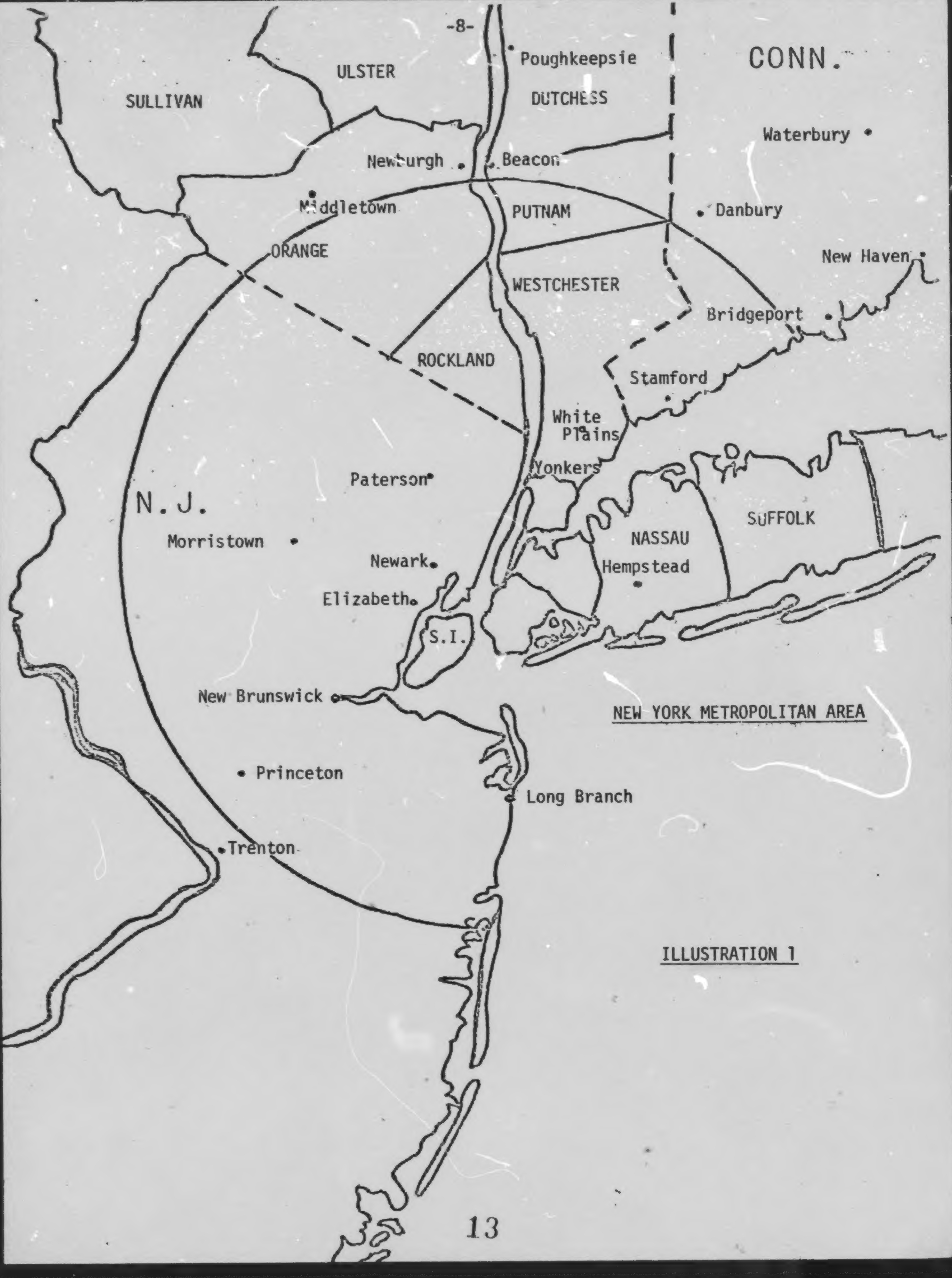
Selection of participants occurred in the following manner: In April, 1976, a letter containing information about the project (Appendix Ia) was mailed to Special Education directors, coordinators and supervisors in New York City, as well as in Nassau, Suffolk, Westchester, and Orange Counties in New York and in Bergen, Essex, Hudson, Union and Morris Counties in New Jersey. Those special educators who requested further information and registration forms were invited to apply or to name someone on their staff who would be interested in participating in the Project.

Participants selected

1. were certified special educators employed in special education programs located within a 50-mile radius of New York City;
2. were approved for participation in the Project by their school systems and given "release time" during the academic year 1976/77;
3. had been assigned instructional, supervisory, and/or administrative responsibilities for delivering Career Education services to the handicapped students enrolled in the special education programs in their school systems;
4. agreed to participate in the Project's seminars, problem-solving consultations, and site visit implementation activities.

These special educators held responsible positions in their school systems (See Table 1) and became the Project's Leadership Trainees.

204 Special Education Teachers, Supervisors, Coordinators and Administrators in the New York metropolitan area attended at least one of twelve intensive workshops on topics related to Career Education for Handicapped Students. These special educators represented school systems in the New York City metropolitan area including Nassau, Suffolk, Westchester and Orange


SULLIVAN
ULSTER
Poughkeepsie
DUTCHESS
CONN.
Waterbury
Newburgh
Beacon
Middletown
PUTNAM
Danbury
ORANGE
New Haven
WESTCHESTER
Bridgeport
ROCKLAND
Stamford
White Plains
Yonkers
Paterson
N.J.
SUFFOLK
NASSAU
Morristown
Newark
Hempstead
Elizabeth
S.I.
New Brunswick
Princeton
Long Branch
Trenton

NEW YORK METROPOLITAN AREA

ILLUSTRATION 1

Counties and New York City in New York and Bergen, Essex, Hudson, Union and Morris Counties in New Jersey.

Workshop participants held a variety of responsible positions in their school systems (See Table 2).

Two additional populations were indirectly served by the Project: the students of project participants and other special education teachers who received in-service instruction from project participants and staff.

2325 Special Education Students in the Participating Districts were the recipients of upgraded Career Education services. They represented a wide variety of handicapped conditions (Table 3). Although some students fell into every age 5 - 21, approximately 80% were between 13 and 18 years of age.

Special Education Teachers received individual consultation and/or in-service training from Project participants and staff.

TABLE 1

Leadership Trainees' Positions

	Number	Percent
Instructional	3	19
Guidance/Counselor	2	13
Coordinator/Dept. Head Supervisor	6	37
Administration	4	25
Social Worker	1	6
	16	100

TABLE 2

Workshop Participants' Positions

	Number	Percent
Instuctional	61	30
Guidance/Counselor Learning consultant Psychologist	31	1[illegible]
Coordinator/Dept. Head Supervisor	59	29
Administration	49	24
Social Worker/Agency Personnel	4	2
	204	100

TABLE 3

Handicapped Student Recipients of Career Education Services from the Institute Participants

	Number	Percent
Deaf/Blind	180	8
Physically Handicapped	100	4
Children with Retarded Mental Development/Educable and Trainable Mentally Retarded	299	12
Emotionally Disturbed Socially Maladjusted	996	43
Learning Disabled	40	2
Perceptually Impaired	100	4
Brain Injured/Neurologically Impaired	157	7
Mixed Classification	453	20
	2,325	100

Staff

The staff of the program comprised the following: a Director who maintained overall management and accountability for the program; two Project Coordinators responsible for developing and implementing Project inservice programs, including the seminars, workshops and field activities; and an Associate whose primary function was one of materials facilitation. The position of Director was held by Herbert Rusalem, Professor of Education, initiator of the Project until a medical leave forced him to relinquish it. Subsequently Frances Connor, Chairperson, Department of Special Education, became the Project's Director.

Cooperating Organizations

- Sixteen participating school systems which were sites of the Project effort.
- Local rehabilitation, vocational, and related community agencies which enriched the Career Education programs of the participating school systems.
- The statewide special education programs of New York and New Jersey which assisted in planning and conducting Project training activities.
- State and local groups of parents of exceptional children which participated in selected Project-related career education activities.
- Service organizations for various disability sub-groups which coordinated their programs with the Project.
- The state-level career education programs of New York and New Jersey which assisted in planning Project activities.

- Various programs and departments of Teachers College which participated in the training efforts. These included the Life Skills Project of the Psychology Department, the Library, the Audio-Visual Department, the Duplicating Department and Central Stores.

TIME LINE FOR THE PROJECT

ACTIVITY	76 JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	77 JAN	FEB	MAR	APR	MAY
Project preparation												
Preparation of initial Project Products	X	X	X									
Data collection; visits to participants' school systems				X								
Basic career education seminars				X	X	X	X					
Field visits to participants' school systems						X	X	X	X	X	X	
Career Education Issues workshop organization and development						X	X	X	X			
Career Education Issues Workshops								X	X	X	X	
Career Education Plans								X	X	X	X	
Preparation of Newsletter											X	
Preparation of Project Report												X

Chapter II

Project Implementation

During the project year, the sixteen Career Education Leadership Trainees participated in a series of systematically planned seminars, workshops and field experiences. An additional 204 special education leadership personnel participated in workshop sessions of their own choosing.

Program Goals and Objectives

The project had two basic goals:

1. To train existing special education leadership personnel to improve their delivery of needed career education services to exceptional students.
2. To provide exceptional students with expanded and more effective career education programming.

According to the stated specific objective, it was anticipated that by the end of the project year:

1. Fifteen to 20 Career Education leadership trainees would have been trained to assume leadership responsibility for Career Education programming in their local districts.
2. More than 1,000 exceptional students who previously did not have adequate access to Career Education services would be served through stepped-up, more comprehensive Career Education programs.
3. Special educators in the local participating systems would have received the following services from the Career Education leadership trainees trained by this Project:
    a. At least 100 would have attended in-service training sessions conducted by Project participants in their local school systems.

   b. At least 75 would have received individual consultation from program participants.

   c. At least 50 would have infused one or more lessons with Career Education ideas suggested by and developed in cooperation with Project participants.

4. At least 5 school systems:

   a. would have worked with a Project participant on providing more systematic Career Education in-service training to special education teachers;

   b. would complete the 1976/77 academic year with an improved plan for Career Education services for the 1977/78 school year.

The seminar workshops were flexibly organized but generally followed this format:

12:30 - 1:00	Feedback session: Participants shared information gave reactions to on-site activities, discussed follow-up results and identified new concerns and issues.
1:00 - 2:00	Topical content: A time for presentations, discussions, questions and review. Participants were involved in planning and conducting these content sessions. A variety of consultants from within and outside Teachers College shared their expertise with the group.
2:00 - 3:00	Demonstration: Members of the Project staff, outside consultants, and Project participants showed instructional, curricular and training procedures related to the content area.
3:00 - 3:30	Break: Planning task force meetings were often held during this time. (Task forces represent participant interest areas in Career Education).
3:30 - 4:30	Laboratory: These workshop sessions were devoted to the preparation of materials, lesson plans, instruc-

tional procedures and training devices related to the session's content topic. Workshop "products" were tested in the preparer's district and feedback data shared with Project participants. Staff of the Project were available to assist in the fulfillment of laboratory projects.

During the first seminar, a Project notebook, developed by the staff, was given to each participant. The content materials and demonstration and laboratory activities for each seminar were distributed to participants to become a part of their seminar notebooks (see Appendix II - separate attachment).

The training program had three definitive dimensions.

Program Dimension 1 - SEMINARS

Twelve four-hour Wednesday afternoon seminars were held from September through December. Emphasis in the seminars was upon providing special educators with a fundamental introduction to the ideas, knowledge, and techniques of Career Education for handicapped students through a variety of education practices. Generally a question period followed the speaker's address to provide opportunity for the audience to relate the topic to their individual special concerns. Subsequently small group workshops afforded the participants the chance to design practices for their own settings based on the topic of the day. Unless otherwise noted the Project staff, Barbara Vorndran and Eva Hoffmann, provided both content and leadership in the small group workshops. A listing of seminar topics and invited speakers follows:

Keynote Address: Achievements and Goals of Career Education
Speaker: Dr. Kenneth Hoyt, Assistant Commissioner of Education,
Office of Career Education, United States
Office of Education, Washington, D.C.

Topic: Basic Concepts of Career Development
Speaker: Dr. Herbert Rusalem, Project Director

Topic: Definitions, Concepts, Philosophy of Career Education
Speakers and Workshop Leaders: The Project Staff

Topic: Career Education in Practice at the Elementary School Level
Speaker: Winell Thomas, Career Education Coordinator, School District 11
Bronx, New York

Topic: Exemplary Programs in Career Education
Speakers: Frances Yauch, Division of Special Education, Board of Education, New York City
Vita Bogart, Principal, P.S. 106, Bellevue Psychiatric Hospital, New York City
Marcia Gewirtz, CRMD Work-Study Program, Board of Education, New York City

Topic: Career Education at the High School Level
Speakers: The Project Staff
Field Visit: Workshop of the Association for the Help of Retarded Children, Manhattan, New York

Topic: Occupational Information (How to Make Use of an Invited Speaker)
Speaker: Dr. Jesse Benjamin, Chief of Program Research, U.S. Department of Labor, Bureau of Labor Statistics

Topic: Values Clarification and Decision Making
Speaker and Workshop Leader: Eva Hoffmann of the Project Staff

Topic: Career Education at the Junior College Level
Field Visit: Fashion Institute of Technology
Speakers: Various Department Heads and Staff Members of the Institute

Topic: Self Awareness
Speakers and Workshop Leaders: The Project Staff

Topic: Career Education in Practice at the Pre-School Level
Speakers: Dr. Lillian Shapiro, Assistant Professor of Special Education, Teachers College
Dr. Ruth Westheimer, Parent Coordinator, Teachers College
Yvette Pollock, Teacher, Readiness Classes, Teachers College

Topic: Sources of Occupational Information
Field Visits: "Open Doors"
Job Opportunity Center of the New York Public Library
Speaker: Frances Low, Director, "Open Doors"

Most of these seminars were held at Teachers College, Columbia University; three of them were combined with field visits: sessions were held at the Association for the Help of Retarded Children, the Fashion Institute of Technology and "Open Doors" (a Career Education resource laboratory). To provide a basis for informed problem-solving and program implementation, the seminars had the following general features:

- Initial data presentations were made by the Project staff and consultants.
- Demonstrations of Career Education techniques were conducted.
- Laboratory sessions were conducted under Project staff direction.
- Multi-media instructional procedures were used.
- The Project Career Education library (see Appendix VIII) and the Teachers College Library were made available.
- Small group sessions were held to discuss local or regional problems.

Program Dimension 2 - FIELD ACTIVITIES

During September, the Project coordinators made preliminary field visits to each participant's school system to obtain base data, orient the school system more fully to the Project, and lay a foundation for subsequent field experiences. An Assessment Form developed by the Project staff was used to collect the data (see Appendix Ib).

The Project coordinators made regular field visits about every two months throughout the year to the school districts of participants for Project assistance in implementing Career Education activities. Field training took place in the participant's own school district. Thus, the field experiences contributed directly to the professional needs of the participant and the specific school system.

In addition, each Career Education leadership trainee wrote a Career Education Plan (see Appendix Ic). This Plan called for the development of strategies to reach a proposed Career Education objective in the participant's school or district. An activities time line included with the plan aided the leadership trainees in sequencing strategies to accomplish objectives.

Participants became involved in a variety of projects in their home schools and districts. One participant provided Career Education in-service training for another school district. Another set up a Career Education sequence for junior high school special education students in order to connect Career Education components in the elementary school curriculum and the high school curriculum in her district. Several members mobilized parent groups and the community to provide help in preparing special education students for pre-employment and employment training. Two speech specialists constructed a sequential series of lessons for the elementary school grades containing Career Education as well as speech components.

Program Dimension 3 - WORKSHOPS

Following the September to December seminars, twelve four hour Wednesday afternoon workshops were held during the months of January through April. Topic areas were determined cooperatively by Project participants and staff. By mutual agreement on the part of these two groups an enlarged audience was sought. Invitations were sent to special educators throughout the metropolitan New York area to make reservations for and attend the session(s) of their choice. In response, 204 special education administrators, coordinators, supervisors and teachers participated in at least one of the workshop sessions (refer to Table 2, page 10 , Workshop Participants' Positions).

As had the earlier, more restricted seminars, each session consisted of an address or panel presentation, and subsequently, small group workshops which afforded participants the opportunity to convert what they had heard to fit their own needs and settings. A brief description of the topics and consultants utilized follows (see also Appendix VI):

Topic: Evaluating the Career Potential of Exceptional Students
The use of tests, worksamples, observations, and other procedures to provide a foundation for career planning with exceptional students.
Speakers: Frances Yauch, New York City Board of Education
A staff team of the Federation of the Handicapped

Topic: Writing the Career Education Grant Proposal
In addition to a presentation of the basics of grantsmanship, these two sessions took a lookat successful proposals and helped participants to start a proposal of their own.
Speaker: Herbert Rusalem, Teachers College, Columbia University

Topic: Cooperating with State Rehabilitation Agencies in Career Education for Exceptional Students
A dialogue with representatives of state rehabilitation agencies concerning joint programming and mutuality of interest.
Speaker: Helen Molveau, Senior Rehabilitation Counselor, New York Office of Vocational Rehabilitation

Topic: The Skills of Daily Living Component in a Career Education Program for Handicapped Students
Innovative approaches to building curriculum and instructing handicapped students in life skills and strategies.
Speaker: Dr. Winthrop Adkins, Teachers College, Columbia University

Topic: Building School and Community Work Programs for Exceptional Students
Job development in a difficult labor market, selective placement, special sheltered and semi-sheltered opportunities, and coordinating work experience with school activities.
Speakers: Jay Slomer, Director, ALTRO Workshops
Leonard Sains, New Jersey State Department of Education
Bruce Wood, Special Education Placement, New York City
Barbara Schultz, Placement Coordinator, ICD

Topic: The Vocational Interest Component in Career Education for Handicapped Students
Measuring the developing interests, and providing for them in the Career Education program.
Speakers: Dr. Randolph B. Tarrier, Graduate Center, CUNY, New York
Michael Sarecky, Employment Consultant, Testing, New York State Employment Service

Topic: Problems of Employing the Handicapped
Job development and job placement. A panel of potential private and public sector employers.
Speakers: Larry Rossi, Director of Selective Employment Services, New York State Employment Service
Dr. Charles Blake, Corporate Manager, EEO Programs, Union Carbide

Topic: The Parents' Role in Career Education
Innovative ideas and activities. A panel of involved parents.
Speakers: Janet Heisel, Helga Bendix and Linda Coulter, parents from Mamaroneck
Joan Serio and Pat Burns, parents from Nassau County

Topic: Techniques of Career Education In-Service Training
Getting a staff ready to offer Career Education instruction and services.
Speakers: Carol Aslanian, Policy Studies in Education
Dr. Richard Jensen, Rutgers University, Department of Vocational Education

Topic: Implications of a Second Handicap
Additional limitations as factors in the Career Education of the handicapped (sex, age, poverty, and family overprotection).
Speaker: Fred Francis, Abilities Inc., Long Island, New York

Topic: Infusing Career Education Concepts and Activities into Existing Materials
Participants were asked to bring existing materials (lessons, units, student work sheets, etc.) to use during this working session.
Speakers: Michael Weingarten and Ed Henrion, Teachers, Erasmus Hall High School, Brooklyn, New York

Topic: Career Education Materials Information Fair
A discussion with publishers about commercially prepared Career Education materials that can be used or adapted for use with exceptional students.
Speakers: Bernard Jacobs, Daily News
Barry Fishman, Guidance Associates
Carol Ducey, McGraw Hill
Jane Startz, Scholastic Magazine, Inc.
Bill Lefkowitz, Janus Publications

Chapter III

Results of the Project

The results of the Project have been reviewed within the framework of its three component parts:

Component 1 - IN-SERVICE TRAINING OF SPECIAL EDUCATION LEADERSHIP PERSONNEL

Component 2 - FIELD BASED SUPERVISED CAREER ACTIVITIES

Component 3 - WORKSHOPS ON SPECIALIZED CAREER EDUCATION ISSUES

Components 1 and 3 have been combined because taken together they represent the Career Education information, theories and practices presented.

Three instruments were constructed by the Project staff to evaluate the efficacy of the training components. On one, instrument leadership trainees indicated their own perceptions about career education. On a second, instrument leadership trainees assessed knowledges, understandings and activities in Career Education for exceptional students on a system or school-wide and on a personal competency basis. The third instrument was a workshop evaluation form completed by the leadership trainees and other special educators at the end of each session.

Career Education Perceptions

An instrument, entitled Career Education Perspective (see Appendix Id) listed 39 statements which the Project Director designated as relevant to determining personal ideas about Career Education. Each leadership trainee was asked to react to all statements from a personal point of view and understanding.

The instrument was administered twice: during the initial data collection phase of the project in September and at the completion of in-service training in April. Fourteen sets of pre-test/post-test data were collected and analyzed. The continuum of appraisal was as follows: Am) agree much; As) agree somewhat; Ad) you neither agree much nor disagree much with the statement; Ds) disagree somewhat; and Dm) disagree much.

In analyzing the data, participants' reactions to statements were grouped into three categories: Am and As on the continuum were combined to indicate general agreement with the statement, Ds and Dm on the continuum were combined to indicate general disagreement with the statement, and Ad on the continuum was regarded as open to interpretation.

The staff determined agreement responses (Am and As) to be positive in statements 12, 13, 33, 37 (see Appendix Id). Statements 5, 8, 9, 20, 27, 31, 32, 38 and 39 were determined to be opinion statements for which agreement or disagreement was neither a positive nor a negative indication. Ad responses (neither agree nor disagree) tended to be highest on these statements. On all other items a disagreement response (Ds and Dm) was considered positive, i.e. statements were phrased in a way to make disagreement constitute a positive sign as far as attitude towards career education was concerned (eg. "Career Education is primarily for a student who is not going to college".)

On 26 items in the instrument a statement of disagreement indicated a positive reaction toward Career Education for exceptional students. On 18 of these 26 statements the post-test score remained in disagreement or changed to disagreement from the pre-test response. Only 8 responses changed from disagree to agree or remained in the agree category.

On 3 items in the instrument a statement of agreement indicated a positive response toward Career Education for exceptional students. On 2 of these 3 statements the post-test score remained in agreement or changed to agreement from the pre-test response. Only one response changed from agree to disagree.

Responses pre-test to post-test on 72% of the items in which positive agreement or disagreement was recorded, or 21 out of the total of 29 statements, were in the desired direction.

Nine statements in the instrument were considered opinion statements on which neither agreement nor disagreement was considered necessarily positive.

The Ad response, you neither agree much nor disagree much with the statement, appeared more frequently in this category than those in which agreement or disagreement responses were considered positive.

The highest percentage changes in the desired direction appeared in the following three statements:

1. Career Education is one of the first attempts to introduce a vocational component in the school programs. 43/ 0/57
   21/14/65

Although the positive response of disagree increased only 8%, the shift away from non-positive agreement to Ad is significant.

30. There are many colleges and universities where a student in special education can train to become a Career Education specialist for handicapped children. 0/28/72
    0/ 7/93

Ninety-three percent of the leadership trainees indicated the positive response of disagreement on the post-test as compared with 72% on the pre-test.

37. There is a definitive and useful theory of Career Education available to special educators. 7/14/79
    43/ 0/57

The positive response of agreement with this statement increased by 36% from the pre-test to the post-test. The desirable response change on this statement reflected the leadership trainees' shifting viewpoints toward the value of Career Education for exceptional students.

The response change on statement 15 was not in the desired direction.

15. Since preschool children may not be able to attain a real understanding of work, it is not appropriate to have preschool Career Education programs that focus on vocational content. 0/ 0/100
    35/ 7/ 58

The positive response of disagreement dropped from 100% on the pre-test to 58% on the post-test. Because of the interest in and awareness of preschool Career Education possibilities generated by a laboratory school demonstration at one of the Wednesday afternoon sessions, the staff feels this statement may have been misread by some respondents. This is further substantiated by the 100% disagreement response on the pre-test; a highly unlikely response from a group heavily weighted toward secondary education.

Career Education Evaluation

An instrument, entitled "Taking Stock of Career Education for Exceptional Students in Your School System" (see Appendix Ie) was developed by the Project Director to assess the status of Career Education concepts and activities in systems represented by the leadership trainees. The instrument listed 94 competencies (knowledge and skills) which were designated as relevant to providing Career Education services to exceptional students. These competencies were divided into the following categories: a) Knowledges and Understandings in Career Education, b) Developmental Activities in Career Education, c) Utilization of Information and Resources in Career Education, and d) Program and Instructional Activities in Career Education.

In completing the instrument, the leadership trainee was asked to respond to each item from three levels of competency development: a) Is this being done with exceptional students in a systematic way in your system?, b) Have you done this yourself?, and c) Can you now teach this skill to educators?

The instrument was administered first in September and again in April of the Project year. Complete pre-test/post-test data were supplied by 14 participants of the 16 leadership trainees.

The percentage of response, yes and no, to the 94 competency statements on all three competency development levels was computed for both pre-test and post-test and appears in Appendix Ie. "Yes" was considered a positive response on all three levels of competency development.

Change scores from pre-test to post-test and the percentage of change for the four competency categories were computed for the three levels of competency

TABLE 4

Taking Stock of Career Education for Exceptional Students in Your School System

"Is this being done with exceptional students in a systematic way in your system?"

N=16

Competency Category	Total # of competencies in category	# on which Yes response remained constant	# of positive change scores	% of change (no-yes) from pre- to post-test
Knowledges and Understandings in Career Education	20	5	11	22
Developmental Activities in Career Education	10	1	6	35
Utilization of Information and Resources in Career Education	13	0	7	19
Program and Instructional Activities in Career Education	51	7	31	24
TOTALS	94	13	55	25

TABLE 5

Taking Stock of Career Education for Exceptional Students in Your School System

"Have you done this yourself?"

N=16

Competency Category	Total # of competencies in category	# on which Yes response remained constant	# of positive change scores	% of change (no-yes) from pre- to post-test
Knowledges and Understandings in Career Education	20	5	15	30
Developmental Activities in Career Education	10	0	10	34
Utilization of Information and Resources in Career Education	13	0	7	48
Program and Instructional Activities in Career Education	51	9	30	24
TOTALS	94	14	62	34

development. The data appear in tables representing the three competency levels.

On competency level 1 (Table 4), "Is this being done with exceptional students in a systematic way in your system?", a total of 55 responses changed in the positive direction. Thirteen responses remained at "Yes" for a total of 68 positive post-test responses out of a possible 94. The average percentage of change from pre-test to post-test on the 55 scores was 25% and the highest change of 35% was recorded in the competency category: Developmental Activities in Career Education.

The data indicate that Career Education for exceptional children is receiving increased attention in school systems represented by the 14 leadership trainees.

On competency level 2 (Table 5), "Have you done this yourself?", an even greater pre-test/post-test change occurred. Sixty-two responses changed in the desired direction and 14 remained at "Yes" for a total of 76 positive responses out of the possible 94. The percentage of change from pre-test to post-test on the 62 scores was 34%. The highest percentage of change, 48%, was in Utilization of Information and Resources in Career Education.

It would appear from this data that the leadership trainees utilized Project information, materials and field activities as vehicles to develop their own Career Education competency levels. This suggestion is supported by letters written by leadership trainees to the Project Director concerning their perceived valued of the Project (see Appendix III) and also by the kind of Career Education field activities these Project participants initiated (see Appendix V).

On competency level 3 (Table 6), "Can you now teach this skill to educators?", 63 item responses changed in the positive direction from the pre-test to the post-test. Fifteen responses remained as "Yes", for a total of 78 positive responses on the post-test out of the possible 94. The percentage of change from pre-test to post-test on the 63 scores was 32% and the highest change was 43% in Utilization of Information and Resources in Career Education.

TABLE 6

Taking Stock of Career Education for Exceptional Students in Your School System

"Can you now teach this skill to educators?"

N=16

Competency Category	Total # of competencies in category	# on which Yes response remained constant	# of positive change scores	% of change (no-yes) from pre- to post-test
Knowledges and Understandings in Career Education	20	2	18	26
Developmental Activities in Career Education	10	1	7	36
Utilization of Information and Resources in Career Education	13	0	9	43
Program and Instructional Activities in Career Education	51	12	29	21
TOTALS	94	15	63	32

The data indicate that the leadership trainees felt more confident in their Career Education supervisory/training/training roles after participation in the Project than they did in the beginning. The ability to teach Career Education skills was exhibited in some of the field activities conducted by the leadership trainees: Career Education in-service training programs and assisting with the development of Career Education lessons are examples.

The responses on the three competency levels were compared to see if any basic differences appeared.

The overall change scores on competency level 1, "Is this being done with exceptional students in a systematic way in your system?", were lower than those on the other two competency levels. This finding was expected since a change in system would, if only because of its size, be slower and more difficult to effect than in an individual.

On competency level 2, "Have you done this yourself?", and competency level 3, "Can you now teach this skill to educators?", the leadership trainees show relatively consistent competency development. This may indicate that the ability to do and the ability to teach are perceived as correlated competencies.

The major difference within a competency category was in Utilization of Information and Resources in Career Education A 19% change in the desired direction was recorded on the system level (competency level 1) as compared with 48% change on competency level 2 and 42% on competency level 3. One possible explanation is that school systems build material and resource supplies as budgets allow but the leadership trainees had access to the Project resource library and received special training by the Project in how to obtain and make use of Information and Resources in Career Education. Field visits to resource centers ("Open Doors" and the Job Opportunity Center of the New York Public Library) reinforced the importance of the subject.

Workshop Evaluation

An instrument entitled "Workshop Evaluation (see Appendix IVa) was completed by workshop participants at the end of each workshop session. This instrument gave the Project staff and invited speakers immediate feedback about participant reaction to the session.

The instrument contained five questions:

- What did you expect to get from this session?

  This question gave participants an opportunity to indicate their perceptions of what the topic content area should contain. The responses frequently indicated some personal needs ("Help me identify ten employment opportunities in my school district for my emotionally disturbed students"), as well as more global ideas and understandings.

- Which of the items listed above did you actually derive from this session?

Answers to this question gave the Project staff information about how closely prior expectations matched actual workshop content and activities. Responses ranged from "All, with excellent ideas" to "None".

- What were the strengths of the sessions?

Answers to this question provided content and presentation feedback about what came across well and was considered important to the participants. Comment from the participants provided the Project staff with ideas for other sessions. For instance, many participants came out very strongly in favor of having small work groups formed by county/geographic location rather than randomly or by any other method. This system was subsequently adopted for most sessions that followed.

- What were the weaknesses of the session?

Some session weaknesses that participants indicated provided information to the staff for initiating desirable change. For example, "End by 4 P.M. so we'll be able to beat the NYC Traffic rush hour". Other comments indicated a particular weakness of a particular session and were noted by staff and invited speakers.

- What change, if any, will your attendance at this session make in your work?

This question was included to generate thinking in each participant about going back and applying the new information and ideas gained.

Summary evaluations for each of the twelve workshops are included in Appendix IVb.

Component 2 - FIELD BASED SUPERVISED CAREER EDUCATION ACTIVITIES

An instrument, entitled "Assessment", was completed by leadership trainees in September. The completed instrument provided the Project staff with base data about the individual local work settings. The instrument was divided into four sections: a) About Your District or School, b) About Your Students, c) About School Personnel, and d) About Your Community.

Information from the Assessment was reviewed in a compiled form (see Appendix Ib) to determine similarities and differences among the participants and their various school systems. The diversity that was discovered highlighted the need for individualized planning and field-based activity development.

To accomplish this individualization, the Project staff utilized data from individual Assessments in helping the leadership trainees identify Career Education priorities for their own work settings and situations. These priorities were later developed into Career Education plans of action that were given attention as field based supervised Career Education activities.

Brief descriptions of these field based supervised Career Education activities follow (in the participants' own words).

> *"We are in the process of creating a series of fifteen lessons which reflect both speech and language and career education interests. The Bureau will publish these, so that they can be used by other teachers as part of the curriculum."*

Robin Adam and Judy Kittay
Bureau of Speech Improvement
Board of Education, New York City

> *"I am developing a work/study program for EMR students. We are, also, attempting to foster work attitudes and skills even in the primary EMR classes. By bringing students into our Manhattan offices for a variety of job experiences, we are widening their horizons both socially and intellectually."*

Sister Therese Forker
Assistant Director of Special Education
Archdiocese of New York

"I am designing a comprehensive Career Education program: kindergarten through high school for our handicapped students. This will be a district-wide operation. To be better able to meet job market requirements we are canvassing local merchants to find out what qualities they look for in our high school graduates."

Mary Louis Lewis
High School Social Worker
Orange Board of Education, New Jersey

"I am planning in-service training for the special education staff to enable us to coordinate the special education Career Education with the district and high school Career Education programs. We are also participating in a Career Education project for "reluctant" learners."

Vivian Freeman, Coordinator
Career Education for the Handicapped
Mamaroneck High School, New York

"I am using more value clarification techniques to foster self-awareness in my EMR students. In addition, I have started to plan Career Education for the adult retarded population in our community. We are in the process of writing a grant proposal for this program. I have also recently given a workshop in Career Education for teachers in another county."

Elaine Winslow
Special Education Teacher
Ridgefield Memorial High School,
New Jersey

"I am setting up a Career Education resource center for our students, and am attempting to increase interest in education programming. The improved education programs will be tailored to clients' interests and needs. A demonstration project at one of our Centers will - we hope - be a beginning and lead to duplication in other Centers. We foresee use of members of the communtiy in which the Centers are located as resources for speakers, field visits and occupations."

Pearl Stein
Social Worker
New York State Division for Youth

"I initiated and developed a Cooperative Education Advisory Committee (CEAC) in my community. The Committee consists of a group of educators, students, parents and business persons. They are working for an on-going program to bring the students to the world of work through work-experiences, volunteer experiences, field visits and guest speaker programs."

Jill Scher, Vocational Counselor
Department of Special Education
School District of South Orange and
Maplewood, New Jersey

"My current Career Education project in my work setting is teaching a course in career exploration. The program was designed to assess the interests and abilities of each student, to orient each to available sources of career information and to demonstrate how to study careers in depth. Lessons include teaching job skills such as filling out employment applications and working paper forms.

"We are, also, exploring the feasibility of developing part-time and full-time employment opportunities for our handicapped student population. We plan to expand the shared instruction program."

Diane Schreibman, Resource Teacher
Edward R. Murrow High School
Brooklyn, New York

"I am preparing specific guidelines for a policy statement supporting Career Education for handicapped students by the Board of Education. In-service courses for teachers of the handicapped and discussion with parents will - we hope - help towards implementing the Career Education concepts."

Robert Kornberg
Coordinator, Special Education
North Bergen Board of Education,
New Jersey

"We are trying to provide work experiences for our NIEH group both inside and outside the school. In the classroom we are stressing attitudes towards and appreciation of work. A model office is being set up. A number of students have obtained and held after-school jobs.

Joseph Hickey, Coordinator
Career Education for Special Education
Brandeis High School, New York City

"I am introducing a Program of Personal Assessment and Career Education (PACE) for the non-college bound, secondary student. It will run concurrently with its' sister component, remediation of the basic disciplines of reading/language, mathematics and health sciences. The components will include classroom activities in personal assessment, classroom instruction in Career Education, field trips and experiential learning in a work-study program. The latter should provide students with "hands-on" work experience in a realistic setting within the school and outside of the school building."

John Eboli
Lexington School for the Deaf
Jackson Heights, New York

Project Goals and Objectives

The results of the project have also been reviewed within the framework of the Project Goals and Objectives as stated prior to the Project's initiation.

GOAL 1 - To train existing special education personnel to deliver needed Career Education services more effectively to exceptional students.

Data from the instrument "Taking Stock of Career Education for Exceptional Students in Your School System" indicate this basic project was met (refer to pp. 24-28 of this report).

GOAL 2 - To provide exceptional students with expanded and improved Career Education programming.

Information presented on pages 30-32 of this report contains specific examples of expanded and improved Career Education programming for exceptional students developed as field based project activities.

OBJECTIVE 1 - Fifteen to twenty Career Education Leadership Trainees will be trained to assume leadership responsibility for Career Education programming in their local districts.

Sixteen leadership trainees representing 16 school districts in the New York City metropolitan area were a stable population of participants in activities of the Project including Career Education seminars, workshops and field based activities. Their competency development in Career Education is shown through data collected on and analysis of the instrument, "Taking Stock of Career Education for Exceptional Students in Your School System."

OBJECTIVE 2 - More than 1,000 exceptional students who previously did not have adequate access to Career Education services will be served through stepped-up, much more comprehensive Career Education programs.

Data from the Assessment indicate that the 16 leadership trainees served a total of 2,325 exceptional students in their school systems. Through field based supervised Career Education activities these more than 1,000 students were offered more comprehensive Career Education programs than they had previously been offered.

OBJECTIVE 3 - Special educators in the local participating systems will receive the following services from the Career Education leadership trainees trained by this Project:

a) At least 100 will have attended in-service training sessions conducted by Project participants in their local school systems.

One leadership trainee, Elaine Winslow, conducted an in-service program for 40 school personnel in Morris County, N.J., a neighbor to her own school county. Several other leadership trainees also conducted Career Education in-service sessions in their districts as well as in adjacent districts as did the Project staff foran additional 80 school staff members.

b) At least 75 will have received individual consultation from Project participants.

More than 75 were reached by the 11 Project participants who were in administrative or supervisory positions.

c) At least 50 will have infused one or more lessons with Career Education ideas suggested by and developed in cooperation with Project participants.

Sample lessons appear in Appendix V . See also: representative samples of Model Lessons for Speech and Language Development in the Occupational Training Centers, Bureau of Speech Improvement, New York City Board of Education.

OBJECTIVE 4 - At least 5 school systems

a) will have worked with a Project participant on providing more systematic Career Education in-service training to special education teachers.

See the comment under "a)" on page 34.

b) will complete the 1976/77 academic year with an improved plan for Career Education services for the 1977/78 school year.

Sixteen leadership trainees representing 16 school systems developed Career Education plans of action and initiated or implemented these plans in their systems.

In summary, desirable changes were indicated from pre-testing to post-testing on all instruments administered to the leadership trainees. Additionally, the Project's two goals and four objectives were met and surpassed during the Project year.

Chapter IV

Recommendations and Implications

This concluding Chapter is divided into three parts. The first proposes specific recommendations relating to the three primary components of the program: Career Education sessions, Career Education workshops and field experiences. The recommendations are directly based on input from all participants in the Project (staff, enrolled participants and other special educators) and are relevant to future attempts in the development of Career Education in-service training for special educators.

The second and third parts of the Chapter outline some of the major strengths and problems encountered in the administration of this Project. Alternative approaches are also suggested.

Component 1 - IN-SERVICE TRAINING OF SPECIAL EDUCATION LEADERSHIP PERSONNEL

Recommendations

The following recommendations for future training programs of this type were formulated within the structure of the first component of the Project: In-Service Training of Special Education Leadership Personnel.

1. Planning and implementing programs.

   Those to be involved as in-service participants in a program of this kind should have initial input into the content of the program before their actual involvement. It is suggested that prospective participants be invited to one or more planning meetings before the sessions are finalized.

   During the course of the Project, it became evident that participants' work settings and the populations they serve differed. Consequently, individual needs differed. Trying to concentrate on, clarify and transmit to others what aspects of Career Education might be most useful for one's situation would enrich the quality of subsequent seminars for both the individual and the group.

2. Time and length of meetings.

Those to be involved as in-service participants should have initial input into planning the time, day and length of meetings. One recommendation would be to consider holding full-day weekend sessions. In any case, there should be provisions for participation without diverting the participants to any major degree from regularly assigned functions in their school systems.

3. Training approach.

The training approach that is used in a program of this kind should be consistent with current special education funding and organizational conditions.

4. Involvement of administrators and co-workers of participants.

The school-wide or district-wide impact of a training project of this kind would be greatly enhanced through planned involvement of administrators and co-workers of participants. These individuals should be informed of Project activities and encouraged to participate whenever possible.

5. Project library.

The availability of current Career Education materials varies greatly among schools and districts. It is recommended that a Project library of Career Education materials be developed for participant use. To implement this suggestion, the Project should begin ordering a sampling of the wide variety of free materials available from educational institutions, government agencies and business and industry.

Component 1 - IN-SERVICE TRAINING OF SPECIAL EDUCATION LEADERSHIP PERSONNEL and Component 3 - WORKSHOPS ON SPECIALIZED CAREER EDUCATION ISSUES

Recommendations

The following recommendations for future Career Education training programs for special education personnel were formulated by the structure of two components: In-Service Training of Special Education Leadership Personnel and Workshops on Specialized Career Education Issues.

1. Meeting sites.

   Consideration should be given to holding some sessions and workshops outside the sponsoring institution of higher education. Suggestions include business/industrial sites and community agencies.

   Seminars which were combined with field visits were always rated highly by participants. They asked for considerably more exposure to other settings than the Project had originally planned for.

2. Speakers

   Formal and informal evaluation data indicated that a variety of speakers representing education, business and industry, parent groups and community agencies add significantly to the content and relevancy of programs. It is suggested, therefore, that Project staff begin early to identify program resource personnel and speakers who can address the concerns expressed by the field with particular reference to those the leadership trainees identify.

3. Involvement of business and industry.

   The business/industrial community should be involved in a program of this kind to the fullest possible extent. A concerted effort should be directed toward gaining the commitment of the business/industrial community to active participation.

The final goal of Career Education is the ability to plan a comprehensive fashion for post-school life. Thus, the members of the world of work, i.e. the business and industrial community, should be consulted at every step and given a chance to express the expectations of the school's career preparation. In addition, it is hoped that they will employ as volunteers, apprentices or regular employees the students with whom the Project participants work. It is important for Project staff to work closely with in-service participants to develop student employment opportunities in the various schools and districts represented.

Component 2 - FIELD BASED SUPERVISED CAREER EDUCATION ACTIVITIES

Recommendations

The following recommendations were formulated within the structure of the second Project component: Field Based Supervised Career Education Activities.

1. Involving administrators/supervisors of in-service participants.

   It is recommended that on their first field visit to the schools or districts of in-service participants the Project staff meet with the administrator/supervisor of the participant. The purpose of this meeting would be to help generate understanding and committment to the program and initiate involvement.

2. Preparing a log of activities.

   Participants should keep a log of their Career Education activities. It is suggested that this log be made available to the Project staff during field visits and to the in-service participants' administrators/supervisors as an up-to-date record of plans and activities in Career Education.

General Evaluation Summary

A. The major strengths of the program, according to the participants, appeared to have been:

- New ideas and exchange of information in the seminars and workshops.
- The number and variety of Career Education resource people utilized to provide direction and advice.
- The field based nature of the program with its reality focus.
- Exposure to the total resources of Teachers College.
- The presence of highly intelligent peer groups of special educators.
- The variety of participant backgrounds.

B. The major weaknesses of the program appeared to have been:

- The need for more committment from and involvement of the business/industrial sector.
- The difficulties of relating program content to the specific needs of participants who represent the widest variety of handicapping conditions.

C. Implications for Model Building of Career Education Training Program for Special Education Personnel.

The experiences in this program suggested directions for model building:

- All in-service participants in a program of this sort should have a good understanding of the nature of the program before they agree to become involved.
- The administrator/supervisor of special educators interested in becoming involved in the training program should be willing to express concurrent committment to the program and the participation of the special educator.
- Those to be involved as in-service participants need early involvement with the program including participation in its design.

- Speakers representing business and industry, community agencies, parent groups and educational institutions should be used as program resources in seminars and workshops.
- All field experiences should be designed to meet identified goals and objectives in the schools and districts represented.
- The Project staff need to be able to demonstrate appropriate supervisory skills.
- The Project staff should assist in-service participants develop their business/industrial communities for the fullest possible local program use.
- The Project staff should develop and maintain a Career Education library for the use of in-service participants and other special educators.

This program represented an innovative approach to training special educators to assume career education responsibilities. Through in-service Career Education training the Project provided special education personnel with the knowledge and skills needed to deliver Career Education services to handicapped students. It exposed participating special educators to some outstanding leaders in the various aspects of Career Education. It was reality-based, used the participants' schools and districts in content application activities, and thus achieved wide exposure and impact. A viable in-service Career Education training model for special educators was evolved and tested in this project.

FOOTNOTES

1. Garrett, James F. and Levine, Edna S. Rehabilitation Practices with the Physically Disabled. New York, Columbia University Press, 1973.

2. Younie, William J. and Rusalem, Herbert. The World of Rehabilitation: An Atlas for Special Educators. New York, John Day, 1971.

APPENDICES

APPENDICES

APPENDIX Ia - Invitation to Training Program

Ib - Assessment Questionnaire

Ic - Definition of Terms and Instructions
Career Education Plan
Time Chart
Participant Questionnaire

Id - Career Education Perspective Questionnaire

Ie - Taking Stock of Career Education in Your School System - Questionnaire

APPENDIX II - Seminar Notebook (Separate Attachment)

APPENDIX III - Letters from Project Participants

APPENDIX IVa - Blank Workshop Evaluation

IVb - Summary Workshop Evaluations

APPENDIX V - Career Education Field Activities Initiated by Participants

APPENDIX VI- Seminar Schedule

APPENDIX VII - Institute Certificate

APPENDIX VIII - Career Education Library

APPENDIX Ia

Department of Special Education
Teachers College, Columbia University
New York, New York 10027

To: Special Education Directors, Coordinators, and Supervisors
From: Herb Rusalem, Department of Special Education
Re: In-Service Career Education for Special Education Leaders

An Invitation

A small group of special education leaders is invited to participate in a special career education inservice training program to be conducted by Teachers College, Columbia University with the aid of a grant from the U. S. Office of Education.

Content:
1. Participants will receive a background in career education information and ideas.
2. Down-to-earth and practical activities will be planned in lab sessions.
3. Participants will implement these plans in their school systems with the help of Project personnel and resources.
4. Training will also focus on techniques of sensitizing special education teachers to career education and conducting local inservice career education workshops for them.
5. An innovative effort will be made to translate existing career education procedures into terms that are meaningful to exceptional children.

Time Demands: Participants will spend Wednesday afternoons at Teachers College. All other activities will be conducted at participants' home school systems.

Fees: No fees are required. If participants elect to take the program for graduate credit, the usual Teachers College tuition and fees will prevail.

Project Resources: Staffed by career education and special education specialists, the Project will have access to resources of the New York City Office of Career Education of the Board of Education and those of other educational systems and to all facilities, materials, and personnel at Teachers College.

Orientation: This Project will have the everyday practical special education situation as its target. The emphasis will be on using relevant and useful tools for strengthening career education programs and facilities for exceptional children.

Size of the Group: A maximum of 20 individuals will participate starting in September, 1976.

For Further Information and Registration: Call or write:

H. Rusalem
Box 223 - Department of Special Education
Teachers College, Columbia University
New York, New York 10027 - 212-678-3868

APPENDIX Ib

ASSESSMENT

About Your District or School

1. What Career Education activities are being developed/have been implemented in your district or school?

2. What kinds of school-community partnerships are functioning in your district or school?

   ______ Advisory groups
   ______ Educational programs
   ______ Speakers bureaus
   ______ Facility exchanges
   ______ Parent groups
   ______ Business and labor consultants
   ______ Rehabilitation agency arrangements
   ______ Other

3. Do you offer handicapped students

   ______ Industrial arts
   ______ Career Counseling
   ______ Vocational Education
   ______ Vocational rehabilitation
   ______ Activities of daily living

4. Is there a Career Education resource center in your district or school?

   Yes ___ No ___ If yes, describe.

5. Does your system or school provide transportation for handicapped students?
   Yes____ No____

6. Does this system have an organized Career Education program for handicapped students?
   Yes____ No____ If yes, describe.

About your Students

7. How many students do you serve? (Give information by age or grade level and nature of handicap if these figures are available.)

8. What are the career related needs and interests of these students?

   And their parents?

9. What are current and proposed curricular, educational and administrative programs and structures to meet these needs and interests?

10. What provisions have been made for placing handicapped students in jobs and/or educational programs when they leave school?

About School Personnel

11. How many instructional personnel do you work with?

    What are their areas of specialization?

12. Do you work with additional support staff?

13. How do you perceive training needs of instructional and support personnel?

About your Community

14. Briefly describe the community you serve:

    Size

    Major business/industrial firms

    Potential for resource development

15. Is the community currently being utilized as an educational environment?

16. What techniques are used to keep the community informed about your program and activities?

APPENDIX Ic

DEFINITION OF TERMS & INSTRUCTIONS

1. Problem: a. A question proposed for solution or discussion; b. any question or matter involving doubt, uncertainty or difficulty

   That which you want to alleviate partially or solve completely.

2. Objective: a. Something toward which effort is directed; b. an aim or end of action

   "The statement of an objective describes a desired state in the learner."* Thus, your objective explains your intended outcome.

   Try to be as specific as possible. Use finite numbers and action verbs to make your objective visible and quantifiable.

   Don't say: 'The class will be happier' or 'the students will appreciate...' or '....understand.'

   Do say: '7 out of 9 students will be able to ....write, solve, construct, identify' etc.

3. Strategy: a. A careful plan or method; b. skillful management of attaining an end; c. the method of conducting operations.**

4. Resources: a. a new or a reserve source of supply and support; b. available means**

   Resources may consist of people, data or things.

5. Criterion: a. "a standard on which a decision or judgment may be based"; b. "a yardstick"** c. "Another way of describing criterion behavior is that of defining the important characteristics of performance accuracy."*

   Set a time limit and the minimum acceptable change in terms of numbers (7 out of 9 students) or percentages (75% of the class).

6. Procedure: a. a particular way of doing or going about the accomplishment of something; b. a particular course of action.**

7. Evaluation: a. judgment; b. appraisal; c. rating; d. interpretation**

---

* Mager, R.F. PREPARING INSTRUCTIONAL OBJECTIVES, Fearon Publishers, Palo Alto, Ca., 1962.

** Webster's Third New International Dictionary

Ic-2

CAREER EDUCATION PLAN

NAME: ____________________ Date: ____________________

Institution: ____________________

Address: ____________________

Problem: ____

Objective: ____

Strategies to Reach Objectives:	Resources Needed:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

CAREER EDUCATION PLAN
page 2

TIME CHART (1976/77)

Sequence and Timing of Strategies	December	January	February	March	April	May	June
1							
2							
3							
44							
5							
6							
7							

EVALUATION:

1. Criteria:
2. Procedures:

Name: ____________________

Address: ______________________________

1. My current Career Education Project in my work setting is:

2. In my work setting I could use the Project Personnels' help in:

3. Between now and May 31st, I would like the Project to:

APPENDIX Id

Career Education of the Handicapped Student

Career Education Perspective

Directions: Listed below are some ideas about career education. In each instance, please circle the appropriate letters to indicate the degree of your agreement or disagreement with the statement.

Am = Agree much
As = Agree somewhat
Ad = You neither agree much nor disagree much with the statement.
Ds = Disagree somewhat
Dm = Disagree much

Positive Response		pre-test post-test (agree / no opinion / disagree)
D	1. Career education is one of the first attempts to introduce a vocational component in the school programs. Am As Ad Ds Dm	43/ /57 21/14/65
D	2. Career education concerns mostly the secondary school student. Am As Ad Ds Dm	/ /100 / /100
D	3. There is an abundance of special education career education programs throughout the United States. Am As Ad Ds Dm	/14/86 / 7/93
D	4. Career education for the handicapped student is almost exactly the same as career education for other students. Am As Ad Ds Dm	28/ /72 14/ /86
O	5. Most special educators have some career education skills. Am As Ad Ds Dm	36/14/50 21/ 7/72
D	6. Career education is primarily for the student who is not going on to college. Am As Ad Ds Dm	/ /100 / /100
D	7. Classroom teachers have a modest role to play in the career education of their students. Am As Ad Ds Dm	7/ /93 7/ /93
O	8. One of the goals of career education is to reform all of education -- vocational or not. Am As Ad Ds Dm	79/ /21 57/ /43
O	9. Career education is best provided through special courses and units dealing with this area of concern. Am As Ad Ds Dm	28/ 7/ 65 14/ 7/79

Positive Response			pre-test post-test: agree / no opinion / disagree
D	10.	In order for a school to have a good career education program for handicapped students, it will have to make major alterations in its present curriculum. Am As Ad Ds Dm	50/ /50 43/14/43
D	11.	Career education deals almost exclusively with the work that people are and can be doing. Am As Ad Ds Dm	14/ 7/79 14/ /86
A	12.	There are certain developmental periods in a handicapped child's life at which career education provisions are even more important than at other times. Am As Ad Ds Dm	86/ /14 86/14/
A	13.	An important aspect of career education is academic and interprofessional skills. Am As Ad Ds Dm	72/ /28 58/21/21
	14.	A unique feature of career education is teaching students to clarify their values and to make viable decisions. Am As Ad Ds Dm	100/ / 93/ / 7
D	15.	Since preschool children may not be able to attain a real understanding of work, it is not appropriate to have preschool career education programs that focus on vocational content. Am As Ad Ds Dm	/ /100 35/ 7/58
D	16.	Career education is still another education fad that like other fads before it will soon peak out and pass into limbo. Am As Ad Ds Dm	/ /100 7/ /93
D	17.	So much time is required to teach many handicapped students reading, writing, and computation, as well as dealing with health and behavior problems, that little class time is left for "frills" such as career education. Am As Ad Ds Dm	/ /100 / /100
D	18.	Career education is primarily an extension of industrial arts and vocational education. Am As Ad Ds Dm	/ /100 7/ /93
D	19.	Any good special education program already has built into it adequate career education provisions. Am As Ad Ds Dm	43/14/43 43/ /57
O	20.	If a career education program really works, the handicapped student should arrive at a career choice by the time he completes secondary education. Am As Ad Ds Dm	21/ /79 28/14/58

Id-3

Positive Response			pre-test post-test	agree / no opinion / disagree
D	21.	Students who are bound for college need career education less than other handicapped students. Am As Ad Ds Dm		/ /100 7/ /93
D	22.	Career education is mostly exposing children to information about work and encouraging them to make their own decisions. Am As Ad Ds Dm		28/ /72 14/ 7/79
D	23.	With high rates of unemployment in this Country and with fewer severely handicapped students expecting to find unsheltered employment, there is less need for career education in the schools. Am As Ad Ds Dm		/ /100 / /100
D	24.	Career education programs appear exclusively in the schools. Am As Ad Ds Dm		/ /100 7/ /93
D	25.	The concept of work in career education is a concept of putting forth effort in return for appropriate remuneration. Am As Ad Ds Dm		28/ /72 28/ /72
D	26.	Once a student decides on the career he will follow, his need for career education diminishes. Am As Ad Ds Dm		/ 7/93 / /100
O	27.	Students often have less difficulty learning the content of career education than other subjects in the school curriculum. Am As Ad Ds Dm		28/14/58 32/21/47
D	28.	The educable mentally retarded need career education more than other exceptional student groups. Am As Ad Ds Dm		/14/86 / 7/93
D	29.	If the schools do not provide career education, this will not be depriving for exceptional students since rehabilitation and other community agencies will fill the gap. Am As Ad Ds Dm		/ /100 / /100
D	30.	There are many colleges and universitites where a student in special education can train to become a career education specialist for handicapped children. Am As Ad Ds Dm		/28/72 / 7/93
O	31.	A major career education deterrent in the schools is teachers' white collar bias. Am As Ad Ds Dm		86/ /14 58/21/21

Positive Response			pre-test post-test agree / no opinion / disagree
O	32.	Acquiring knowledge of oneself is even more important in the career education of handicapped students than acquiring a knowledge of the world of work. Am As Ad Ds Dm	65/14/21 72/ 7/21
O	33.	The exact choice of an occupation by a student is less important than what he becomes as a person. Am As Ad Ds Dm	93/ / 7 86/ /14
D	34.	There is little resistance among classroom teachers to incorporating career education into their programs. Am As Ad Ds Dm	/14/86 7/ /93
D	35.	Business and labor tend to contribute relatively little to career education programs in actual practice. Am As Ad Ds Dm	65/14/21 65/ 7/28
D	36.	Since exceptional children got along pretty well without career education in the past, there really is no emergency right now. Am As Ad Ds Dm	/ /100 7/ /93
A	37.	There is a definitive and useful theory of career education available to special educators. Am As Ad Ds Dm	7/14/79 43/ /57
O	38.	With few exceptions, parents welcome career education programs and can be counted upon to make important contributions to it. Am As Ad Ds Dm	58/28/14 36/21/43
O	39.	The value of career education is self-evident. Am As Ad Ds Dm	72/14/14 65/ 7/28

Code of Percentages
of Response

	Yes	No
Pretest		
Posttest		

APPENDIX Ie

NAME______________________________

SCHOOL SYSTEM______________________________

TAKING STOCK OF CAREER EDUCATION FOR EXCEPTIONAL STUDENTS IN YOUR SCHOOL SYSTEM

KNOWLEDGES AND UNDERSTANDINGS IN CAREER EDUCATION

	Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
	Yes	No	Yes	No	Yes	No
1. (IA) Develop an understanding of the scope and dimensions of Career Education	53 72	47 28	53 100	47	79 100	21
2. (IE) State a personal philosophy of Career Education for exceptional students	28 50	72 50	79 100	21	65 100	35
3. (IA) Differentiate between Career Education and vocational education	72 65	28 35	72 100	28	86 100	14
4. (IA) Identify the characteristics of a good Career Education program	53 50	47 50	53 86	47 14	65 100	35
5. (IVD) Identify business, industrial and community resources to use in Career Education programming for exceptional students	65 72	35 28	72 72	28 28	86 100	14
6. (IA) Identify special problems encountered by women and particularly handicapped women in the world of work	14 7	86 93	53 86	47 14	53 86	47 14

	Is this being done with exceptional students in a Yes	No	Have you done this yourself? Yes	No	Can you now teach this skill to educators? Yes	No
7. (IE) Name the career education needs of exceptional students	28 72	72 28	100 100		79 100	21
8. (IE) Identify procedures for developing vocational maturity in the exceptional	53 53	47 47	47 86	53 14	72 100	28
9. (IIA) Identify the vocationally-related developmental characteristics of: a. an elementary student b. a middle school student c. a high school student	28 5	72 4	28 79	72 21	65 86	35 14
10. (IA) Identify the variety of self characteristics that make up personal identity	65 72	35 28	53 100	47	65 100	35
11. (IA) Define interests in contrast to needs and values	47 72	53 28	86 100	14	86 100	14
12. (IA) Relate careers to values, interests, and goals	47 72	53 28	86 100	14	72 100	28
13. (IA) Differentiate between extrinsic and intrinsic values	47 21	53 79	47 72	53 28	28 100	72
14. (IE) Define within the context of career education programming for exceptional students: a. self awareness b. appreciations & attributes c. decision making d. educational awareness	65 93	35 7	72 100	28	72 100	28

	Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
	Yes	No	Yes	No	Yes	No
e. career awareness f. economic awareness g. skill awareness & beginning competence h. employability skills						
15. (IA) Relate reading achievement to vocational development	72 72	28 28	86 86	14 14	86 86	14 14
16. (IA) Relate speech achievement to vocational development	72 79	28 21	86 86	14 14	72 86	28 14
17. (IA) Relate computational achievement to vocational development	86 86	14 14	86 86	14 14	72 86	28 14
18. (IA) Relate writing achievement to vocational development	86 86	14 14	86 93	14 7	86 86	14 14
19. (IA) Relate subject matter achievement to vocational development	86 86	14 14	86 100	14	72 93	28 7
20. (IVA) Have a detailed working knowledge of the legislation and procedures that govern state rehabilitation agencies	28 50	72 50	28 86	72 14	28 53	72 47

DEVELOPMENTAL ACTIVITIES IN CAREER EDUCATION

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
21.	(IE)	Work with self-help groups of handicapped students and adults in formulating the career education program.	14 7	86 93	14 50	86 50	14 79	86 21
22.	(II)	Develop a system for using parents in the career education program for exceptional students.	35 28	65 72	35 53	65 47	35 72	65 28
23.	(III)	Develop a parent orientation to career possibilities and problems of exceptional students at various age and developmental levels.	7 35	93 65	7 53	93 47	14 86	86 14
24.	(IVD)	Establish a plan for involving the business and labor community in a career education program for exceptional students.	21 47	79 53	14 86	86 14	47 72	53 28
25.	(IIH)	Establish procedures to provide placement and training opportunities for exceptional students.	47 72	53 28	28 86	72 14	47 86	53 14
26.	(IVD)	Develop cooperative relationships with hospitals, clinics, rehabilitation centers, institutions, colleges and universities, community guidance agencies placement services, and other organizations that assign each a specific career [illegible]	47 50	53 50	28 79	72 21	72 72	28 28

	Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
	Yes	No	Yes	No	Yes	No
27. (IB) Develop a work-study program.	93 93	7 7	35 58	65 42	35 58	65 42
28. (ID) Plan individualized instructional programs in Career Education.	79 86	21 14	53 93	47 7	28 93	72 7
29. (ID) Plan self-care instructional programs for individual students on the basis of self-care evaluation findings.	47 28	53 72	35 53	65 47	72 50	28 50
30. (ID) Develop guidelines to assist school personnel to overcome the perpetuation of stereotypic images of women and work	7 28	93 72	21 28	79 72	21 28	79 72
UTILIZATION OF INFORMATION & RESOURCES IN CAREER EDUCATION						
31. (ID) Utilize data concerning individual vocational development in planning career education programs for exceptional students	28 72	72 28	28 79	72 21	28 79	72 21
32. (III) Utilize parents as a resource in Career Education activities	28 47	72 53	53 35	47 65	72 53	28 47

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
33.	(IVA)	Use the resources of state and voluntary rehabilit tion agencies in the career education program.	86 65	14 35	79 50	21 50	79 93	21 7
34.	(IB)	Use interdisciplinary inter-agency evaluation conferences that include students and parents to plan students' career development experiences.	14 47	86 53	14 72	86 28	14 86	86 14
35.	(IVD)	Utilize business, industrial and community resources in instructional activities for exceptional students	79 65	21 35	86 65	14 35	79 65	21 35
36.	(IIA)	Select and use an interest inventory relevant to age and reading level	79 72	21 28	28 72	72 28	28 79	72 21
37.	(IB)	Use information on values transmitted by the environment for instructional and/or guidance purposes	47 53	53 47	65 50	35 50	72 86	28 14
38.	(IB)	Develop and use values clarification simulations	28 72	72 28	53 93	47 7	28 93	72 7
39.	(IB)	Identify and use a job classification system	7 79	93 21	14 79	86 21	14 79	86 21

		Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
		Yes	No	Yes	No	Yes	No
40.	(IB) Use the Dictionary of Occupational Titles and the Occupational Outlook Handbook	14 47	86 53	47 93	53 7	47 86	53 14
41.	(IB) Use a learning capacities screening instrument	79 7	21 93	79 21	21 79	28 21	72 79
42.	(IB) Understand and use a full Learning Capacities Report to facilitate student progress in the Career Education program.	53 7	47 93	47 21	53 79	47 21	53 79
43.	(IB) Use sex-fair guidelines to identify sexist treatment of materials	35 28	65 72	47 65	53 35	47 65	53 35
	PROGRAM & INSTRUCTIONAL ACTIVITIES IN CAREER EDUCATION						
44.	(IB) Build an occupational library at little or no cost	47 53	53 47	47 53	53 47	47 35	53 65
45.	(IB) Compile and maintain a career information resource file	47 53	53 47	47 65	53 35	35 50	65 50
46.	(IB) Locate information on current and anticipated occupational patterns and trends	47 21	53 79	47 7	53 93	53 28	47 72

	Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
	Yes	No	Yes	No	Yes	No
47. (IB) Develop a model for implementing career education objectives in the curriculum	47 35	53 65	72 65	28 35	72 72	28 28
48. (IB) Infuse Career Education concepts and activities into a lesson/unit plan	53 28	47 72	93 100	7	93 86	7 14
49. (ID) Integrate Career Education objectives, concepts and activities into the existing curriculum for exceptional students	72 35	28 65	86 100	14	93 93	7 7
50. (IB) Design and implement instructional and/or counseling activities to implement concepts related to: a. self awareness b. appreciations & attitudes c. decision making d. educational awareness e. career awareness f. economic awareness g. skill awareness and beginning competence h. employability skills	53 86	47 14	79 93	21 7	79 93	21 7

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
51.	(IB)	Demonstrate the career implications of a variety of subject matter areas	47 53	53 47	53 86	47 14	72 86	28 14
52.	(IIB)	Relate the Career Education elements to individual subject areas	65 65	35 35	93 93	7 7	79 86	21 14
53.	(IIC)	Develop basic academic skills in exceptional students through Career Education instructional techniques	35 53	65 47	53 93	47 7	53 93	47 7
54.	(IB)	Set up a business-oriented activity in the elementary school setting	35 50	65 50	35 53	65 47	35 35	65 65
55.	(IVD)	Provide career-oriented learning experiences for exceptional students outside the school setting	47 86	53 14	93 100	7	93 93	7 7
56.	(IE)	Develop career exploration experiences for exceptional students	28 79	72 21	79 79	21 21	79 86	21 14
57.	(IIA)	Interpret interest inventory results in a group setting	28 21	72 79	47 28	53 72	47 50	53 50

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
58.	(IB)	Build classroom experiences on the results of interest inventories for various age levels	50	100 50	14 65	86 35	14 65	86 35
59.	(IE)	Develop step by step procedures exceptional students need to use to reach a goal	53 79	47 21	53 86	47 14	53 79	47 21
60.	(IA)	Analyze decision making procedures	28 47	72 53	35 86	65 14	28 93	72 7
61.	(IB)	Demonstrate a lesson dealing with decisions exceptional students have to make	53 65	47 35	79 93	21 7	79 93	21 7
62.	(IB)	Plan & conduct a Career Education field trip	93 79	7 21	93 100	7	93 100	7
63.	(IB)	Develop an interview questionnaire	35 35	65 65	47 53	53 47	72 50	28 50
64.	(IE)	Relate career education activities to medical and psychological information about the student	47 72	53 28	93 72	7 28	86 72	14 28

	Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
	Yes	No	Yes	No	Yes	No
65. (IIA) Plan and implement a worksample evaluation of exceptional students.	21 21	79 79	21 21	79 79	21 21	79 79
66. (IIA) Plan and implement a vocational testing program for evaluating exceptional students	47 7	53 93	35 14	65 86	21 7	79 93
67. (IIA) Plan and implement an observational evaluation program of exceptional students.	47 28	53 72	28 47	72 53	28 50	72 50
68. (IIA) Plan and implement a career interview evaluation system for exceptional students.	28 21	72 79	28 14	72 86	28 35	72 65
69. (IB) Build in a learning capacities component into the career education program.	53 35	47 65	53 35	47 65	53 35	47 65
70. (IE) Individualize the career education program to meet the individual needs of each exceptional child.	72 79	28 21	86 93	14 7	86 86	14 14

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
71.	(IA)	Ascertain the vocational development level of exceptional students	65	100 35	7 65	93 35	14 65	86 35
72.	(IE)	Adapt existing career education materials to the needs of different groups of exceptional students	47 53	53 47	86 93	14 7	72 86	28 14
73.	(IE)	Assist regular educators and guidance counselors to serve handicapped students in the school's existing career education program when handicapped students have been mainstreamed.	35 50	65 50	53 53	47 47	14 65	86 35
74.	(IE)	Provide career education advocacy for the handicapped student enrolled in regular schools and classes	28 50	72 50	28 100	72	28 100	72
75.	(IID)	Organize self-groups of handicapped students which can serve as sources of "political" pressure on the non-handicapped students and faculty of a school system.	14 14	86 86	21 21	79 79	47 28	53 72
76.	(IIE)	Counsel handicapped students and adults who counsel them.	65 50	35 50	100 93	7	72 93	28 7

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	NO
77.	(IIE)	Conduct group guidance sessions for exceptional students.	47 53	53 47	93 72	7 28	65 65	35 35
78.	(IIB)	Evaluate the self-care activities of exceptional students at every level.	47 86	53 14	65 93	35 7	72 93	28 7
79.	(IIA)	Evaluate exceptional student's performance in Career Education activities.	14 65	86 35	21 72	79 28	28 72	72 28
80.	(IIG)	Conduct career education inservice training for special educators.	7 14	93 86	47 65	53 35	47 93	53 7
81.	(IIG)	Supervise special educators in their career education activities.	47 47	53 53	79 79	21 21	79 79	21 21
82.	(IVD)	Promote community awareness of the career education program for handicapped students.	28 50	72 50	47 79	53 21	47 72	53 28
83.	(IVD)	Assume positive and dynamic leadership in career education for the handicapped in the school system and the community	35 65	65 35	72 86	28 14	72 86	28 14

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	NO	Yes	No	Yes	NO
84.	(IC)	Initiate and supervise special career education "events" such as career fairs, college days, etc.	14 14	86 86	21 21	79 79	72 50	28 50
85.	(IIA)	Evaluate the school system's Career Education program for exceptional students.	28 47	72 53	35 47	65 53	35 47	65 53
86.	(IV ABC)	Coordiante the complex of vocationally-related agencies concurrently serving handicapped students	72 65	28 35	28 28	72 72	28 47	72 53
87.	(IIF)	Assisting skills training programs in the school and community to take into account and maximize students' learning capacities.	21 14	79 86	21 14	79 86	14 14	86 86
88.		Initiate and maintain a part-time, week-end, and summer employment program for exceptional students.	47 53	53 47	65 47	35 53	35 35	65 65
89.	(IE)	Prepare grant proposals for special career education projects for exceptional students.	65 86	35 14	72 65	28 35	47 47	53 53

			Is this being done with exceptional students in a systematic way in your system?		Have you done this yourself?		Can you now teach this skill to educators?	
			Yes	No	Yes	No	Yes	No
90.	(IE)	Interpret the career education program for the handicapped to the community, school staff, and other professional workers.	28 35	72 65	72 79	28 21	93 93	7 7
91.	(IE)	Orient and train career educators to fill vital roles in the special education career education program.	7 7	93 93	35 47	65 53	35 86	65 14
92.	(IVC)	Establish and maintain an educationally meaningful relationship with a local sheltered workshop.	47 79	53 21	47 86	53 14	47 86	53 14
93.	(IIG)	Establish consultative and leadership ties with a local college or university that has career education resources for the handicapped.	21 53	79 47	47 47	53 53	28 53	72 47
94.	(IIG)	Establish linkages with colleges and universities which selected handicapped students may attend after graduation.	35 50	65 50	47 50	53 50	47 47	53 53

DEPARTMENT OF SPECIAL EDUCATION
SCHOOL DISTRICT OF
SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY

59 SCOTLAND ROAD
SOUTH ORANGE, NEW JERSEY 07079

John J. Kerrigan
~~JANICE SWACK~~, DIRECTOR
TELEPHONE: 201 - 762-5600

October 29, 1976

Dear Herb:

As you know, I had been very anxious to become a member of our current Career Education Institute. And, the events and activities, even at this relatively short period into the program, have justified my desires and hopes.

From my participation in the Institute I have gained in several areas. First, I believe I have derived a sense of direction in which to work; so that, my school district can have a total and dynamic Career Education Program. In other words I have begun to see more clearly the continuum of priorities that need to be set. Second, I have gathered theoretical, as well as practical, information about what career education is and does. Also, knowing the calendar of events to come, I anticipate greatly increasing this kind of knowledge. Third, I have personally and professionally

DEPARTMENT OF SPECIAL EDUCATION
SCHOOL DISTRICT OF
SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY

John J. Kerrigan
~~JANICE SHACK~~ DIRECTOR
TELEPHONE: 201 - 762-5600

59 SCOTLAND ROAD
SOUTH ORANGE, NEW JERSEY 07079

enjoyed the experience of sharing communication with the other professionals in the group. Until the Institute my involvement in Career Education had been a rather isolated one. Now, I feel I have become a member of a group with a common interest, what a good feeling!!

Thank you for this opportunity and I look forward to the rest of the year with you, Eva and Barbara.

Sincerely,
Jill

BOARD OF EDUCATION
7317 KENNEDY BOULEVARD
NORTH BERGEN, N. J. 07047

NINO F. FALCONE
PRESIDENT

MURRAY TRESS
VICE PRESIDENT

DR. HERMAN G. KLEIN
SUPERINTENDENT OF SCHOOLS

DENNIS J. MULVIHILL
SECRETARY

CHILD STUDY TEAM
Lincoln School
1206 63rd Street
North Bergen, N.J.
07047

October 29, 1976

Dr. Herbert Rusalem
Professor of Special Education
Teachers College, Columbia University
New York, New York 10027

Dear Dr. Rusalem:

As a participant currently enrolled in the Career Education Institute at Teachers College, I would like to express my observations of the content of the sessions thus far.

I feel that the institute is fulfilling its objectives in the area of career education for handicapped students. Moreover, I feel that the sessions have been most interesting and beneficial for leaders of special education. The course content is meeting its stated objectives as well as providing a considerable amount of flexibility to meet the individual needs of the participants.

The materials distributed have been extremely useful in assisting implementation of career education in my district.

These seminars have broadened my perspectives of the need for more in depth exploration of career education. Hopefully, this will provide an increased awareness of the needs of the handicapped in all communities as well as my own.

Sincerely,

Robert N. Kornberg

Robert N. Kornberg
Coordinator of
Special Education

RK:ts

III-4

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES
CAREER EDUCATION FOR HANDICAPPED STUDENTS
105 JOHNSON STREET, ROOM 160A, BROOKLYN, NEW YORK 11201 • PHONE 596-7336

HELEN M. FEULNER
EXECUTIVE DIRECTOR

DONALD EISENBERG
EXECUTIVE ASSISTANT

FRANCES YAUCH
COORDINATOR

October 29, 1976

Prof. Herbert Russalem
Teacher's College
P.O. Box 209
Columbia University
New York, New York 10027

Dear Dr. Russalem:

I want to share with you some of my reactions to our Career Education Institute for Exceptional Students thus far this year.

In my opinion, the material presented has been very helpful in focusing on my own program's areas of need. Although much of this material is in areas with which I have a good deal of familiarity, I have found that the depth of the presentation has been thought provoking and productive for me. The program seems worthwhile both for the beginner and for the experienced participant.

In response to your request for my own participation in planning some of the sessions for the 1977-78 Career Education Institute, I would be happy to participate with you in the planning and delivery of some of these sessions next year.

Sincerely yours,

Frances Yauch

Frances Yauch
Coordinator

III-5

THE LOUIS D. BRANDEIS HIGH SCHOOL ANNEX
155 WEST 65th STREET
NEW YORK, N. Y. 10023
Telephone: 799-0300

MURRAY A. COHN, *Principal*
S. C. REISER, Asst. Principal

Dr. Herbert Rusalem
Box 209
Teachers College
Columbia University
N.Y, N.Y 10027

Dear Dr. Rusalem,

Just a short note to inform you of the very positive feelings I have thus far received from our Wednesday afternoon Career Education Training Institute. Not only have the presentations by staff members been both pertinent and well prepared, but the quality of the fellow participants has far exceeded my expectations. We all lean from each other, but it is seldom that such a wide variety of professionals, from so many different school systems, have a chance to have a continuous dialogue.

If the opportunity arises for this program to be continued next year, feel free to contact me if I can be of assistance to you during any of the sessions.

Sincerely
Joseph G. Hickey
Coordinator.

Superintendent of Schools

Archdiocese of New York

1011 First Avenue • New York, N.Y. 10022
371-6100

Herbert Rusalem
Teacher's College
Special Education Dept.
New York,N.Y. 10027

Dear Herb,

What a great opportunity you are offering me at Teacher's College! Since we are just beginning our work/study high school program for E M R students in the Archdiocese of New York, it is proving to be extremely valuable. The material you have supplied is proving to be my "bible" of information. The bibliography is more than adequate and the format of presentations challenging. The most impressive part of the program, for me, is the availability and generosity of you and your staff. You are providing for me the support and impetus necessary for my work in our program. I would like to take this opportunity to say "thanks".

Sincerely yours,
Sister Therese Forker
Sister Therese Forker
Assistant Director
Special Education

STF/gp

Oct 31, 1976

25 Catherine Ct.
Cedar Grove, NJ 07009

Dear Herb,

Just a note to tell you how much I am enjoying participation in the Career Education Workshop. The visit to the AHRC Workshop was the most exciting class so far. I am sure it was largely due to the panel of trainees.

Glad my boss took note of your invitation to attend your course. Since my task this year is to draw up a comprehensive program for our Special Needs Students, I welcome what your workshop offers.

Yours,
Mary Louise

Ridgefield Memorial High School
Ridgefield, New Jersey 07657

PHILIP P. LOCKITT
PRINCIPAL

201-945-4455

JOSEPH J. COSTELLO
ASSISTANT PRINCIPAL

Oct. 28, 1976

From: R. Elaine Winslow,
Teacher of the Handicapped
To: Dr. Herb Ruslem

I am a participant in the Institute for Career Education for Handicapped Students presently meeting on Wed. afternoons at Teachers College, Columbia University, NYC. We have just completed the fifth session which was a field experience at AHRC Workshop. This session, as all others, has given me invaluable insight and knowledge of the Career Education field with Special Students.

As a secondary EMR Teacher, I feel that a total career program is an intrigal part of the curriculum needed by my students to be able to successfully participate in the work world after graduation. With the many, varied guest speakers and resource people brought into the Wed. classes, along with the energetic Institute staff members, enable me to better provide such a program. The effects of this education will multiply as the students grow.

I would be greatly honored to be given the opportunity to share my experiences with new participants should the Institute be offered again next year.

Sincerely,
Elaine Winslow
R.Elaine Winslow

533 Sierra Vista Lane
Valley Cottage, New York 10989

Dr. Herb Rusleam
Professor of Special Education
Teachers College, Columbia University
New York, New York 10027

November 4, 1976

Dear Dr. Rusleam,

As you know, I am a participant in the Teachers College Career Education Inservice Training Institute for Special Education Leaders.

At this point in the Institute I would like to share some of my observations of the program thus far.

The atmosphere pervasive throughout the Institute has been one of relevance to the current conditions in special education. Among the many goals of the Institute, the aim to upgrade career education for the handicapped has great significance in today's era of equal opportunity.

In their connection to career education, the participants of the Institute represent varied backgrounds in special education. The flexibility of the Institute leaders in meeting the needs of the particpants has insured a valuable experience for all involved.

The materials distributed at the Institute sessions have provided extensive information on career education and valuable resource tools.

I look forward to the continued success

of this Institute as it is serving an area still in it's development- career education for the handicapped.

I would like to offer my services, in any-way they can be utilized, to the Institute. I would be honored to serve as a co-instructor or in any capacity deemed relevant.

Sincerely,

Judith Kittay

(Mrs.) Judith Kittay

**THE
MURRAY HILL
CLASSES** 979 Ogden Avenue • Bronx, N.Y. 10452 • Phone: 681-1160

November 1, 1976

Dr. Herb Rusalem
Career Education Workshop
Department of Special Education
Teachers College
Columbia University
525 West 120th Street
New York N.Y.

Dear Herb:

The Career Education Workshop that has been initiated under your direction at Teachers College is a most rewarding experience.

It is gratifying being able to share ideas with other Special Educators interested in Career Education. The ideas exchanged have enriched my own program and the other participants, guest speakers and materials have further added to my knowledge and enthusiasm for the Career Education process.

It is my belief that the Career Education process is one of education's answers in meeting the needs of both students and the society that they will some day serve.

I am very proud to be a part of the Teachers College workshop in Career Education. Special and non-special students alike can gain valuable information about life from programs such as these and I am sure they will be far better equipped to make career decisions so they may become assets to society.

If I can be of any service to the Teachers College Career Education program either now or in the future please do not hesitate to call on me.

Sincerely yours,

Allen J. Matthews

Allen J. Matthews
Coordinator
Career Education Program

AJM/se

Dr. Herbert Rusalem, Director
Career Education Institute
Dep't of Special Education
Teachers' College, Columbia Univ.

Dear Dr. Rusalem:

I would like to express my appreciation for the stimulating, growth experience I am having through the privelege of attending the Career Education Training Institute under your direction.

I have been on the "cutting edge" of the movement to improve and enrich current educational practices through the more meaningful approach of Career Education, practically since its inception and welcome the thrust that this Institute offers to the task.

From the dramatic opening moments of the Institute's first session; the video-taped Dean's message and Ken Hoyt's inspirational extempo speech, through each of the meetings to date I have received much information, refreshing insights on the variety of perspectives others have and an invaluable opportunity to investigate problems we face and strategies for their resolution.

The Dean's comment on the value of bringing together representives from the academic world with those operating in the field is proving very perceptive.

I sincerely trust that we may continue to grow through this endeavor and share with others the "better way" to bring greater educational quality to the people we serve.

Respectfully,

Irving Goldberg, Principal
Career Development Center
Nassau B.O.C.E.S.
November 1, 1976.

JEFFERSON COUNTY PUBLIC SCHOOLS
1209 QUAIL STREET / LAKEWOOD, COLORADO 80215 / (303) 234-7000

October 29, 1976

Dr. Herbert Rusalem
Dept. of Special Education
Teachers College
Columbia University
Box 223
New York, New York 10027

Dear Dr. Rusalem:

Dr. Abraham Tannenbaum spent several days in our school district consulting with us on gifted and talented education. During our conversations, Dr. Tannenbaum mentioned that you are deeply involved in a career education project for special education students. He also mentioned that you may be doing a series of regional seminars on this topic. While we have not formerly begun work on career education for special education students, our district does have an interest in this topic. I would appreciate knowing about your project and about the possibility of a regional workshop being held in this area.

Any information will be of help to us.

Sincerely,

Robert E. Blum

Robert E. Blum
Career Education Coordinator

REB/mas

III-14

State of New Jersey
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
P.O. BOX 2019
TRENTON, NEW JERSEY 08625

October 8, 1975

Dr. Herbert Rusalem
Professor of Education
Teachers College
Columbia University
525 West 120th Street
New York, New York 10027

Dear Dr. Rusalem:

I would like to encourage Teachers College, Columbia University in its submission of a proposal to the Office of Education for a grant for in-service training in career education for special educators.

There is a great need in the State of New Jersey for such a program and I know that if you are funded this project will provide great impetus to career education for exceptional children in our State.

You can count on the full cooperation of my Office in implementing this proposal and in fulfilling its commendable objectives.

Sincerely,

Daniel Ringelheim

Daniel Ringelheim
Deputy Assistant Commissioner
Branch of Special Education and
Pupil Personnel Services

DR:am

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, BROOKLYN, N. Y. 11201
DIVISION OF SPECIAL EDUCATION AND
PUPIL PERSONNEL SERVICES

HELEN M. FEULNER
EXECUTIVE DIRECTOR

RUFUS SHORTER
ASSISTANT SUPERINTENDENT

EXECUTIVE ASSISTANTS
PROGRAM PLANNING
DONALD EISENBERG

BUDGET AND PERSONNEL
BERNARD WARSHAVSKY

COMMUNITY LIAISON
HOWARD GOLDSTEIN

October 8, 1975

Dr. F. P. Connor
Chairman Department of Special Education
Teachers College
Columbia University
New York, New York 10027

Dear Dr. Connor:

I am in accord with the proposal that Teachers College is submitting to the office of Education concerning in-service training for Career Education programs in Special Education.

I would like to assure you that such a program is needed in the New York City public schools and that we will find it useful.

You may count on the support of the New York City Board of Education and our participation in any way that is feasible for us at the time you launch your project.

Very sincerely yours,

Donald Eisenberg

Donald Eisenberg
Executive Assistant

DE:jd

Attention: H. Rusalem

APPENDIX IVa

WORKSHOP EVALUATION

Date: _______________

1. What did you expect to get from this session (please list)?

   A.

   B.

   C.

   D.

   E.

2. Which of the items listed about in A through E did you actually derive from this session?

3. What were the strengths of the session?

4. What were the weaknesses of the session?

5. What change, if any, will your attendance at this session make in your work?

Comments:

APPENDIX IVb

EVALUATING CAREER POTENTIAL - 28 evaluations

SUMMARY WORKSHOP EVALUATION

Date: January 5, 1977

1. What did you expect to get from this session (please list)?
   - A. Methods used to determine occupational potential of handicapped individuals, i.e., specific tests and procedures.
   - B. How "A" can be used in developing individualized career planning with the handicapped.
   - C. Developing career plans for individuals with extremely low ability in all testable areas and/or extremely poor work habits.
   - D. Relation between tasks and samples and specific jobs. How does a job break down into abilities and work samples?
   - E.

2. Which of the items listed about in A through E did you actually derive from this session?

   A, eg. Actual use of work samples; discussions of various evaluation procedures; information about forms of evaluation.

3. What were the strengths of the session?

   Good-Excellent demonstrations of work samples.

   Good general overview of means of evaluation now being used and their weaknesses.

4. What were the weaknesses of the session?

   Not enough information of OVR follow-up with evaluated clients.

   Video tape shown was not informative/too long/vague.

5. What change, if any, will your attendance at this session make in your work?

   1) Use of terminology, e.g. "capacity to learn". 2) utilizing IA teachers. 3) attempts to introduce fitting the task to the student rather than the other way.

   Stimulated me to think in terms of individualizing my evaluations of students.

   Formed an idea to invite "regular" class teachers to help devise an entrance level test to their subject area.

Comments:

I think I misinterpreted "Evaluation". I was looking for "tests" aimed at handicapped, e.g., interest inventories, special aptitude tests, etc.

The elements of the tri-evaluation system were not clearly defined. I think the essential structure of this system should have been presented first with the work samples as a demonstration of the system in operation.

GRANTSMANSHIP I AND II - 16 evaluations

SUMMARY WORKSHOP EVALUATION

Date: January 12 and 19, 1977

1. What did you expect to get from this session (please list)?

   A. Grant writing - practical directions for putting a proposal together.

   B. Explicit areas to be either attended to or avoided.

   C. Specific targets and offices offering funds; also, familiarity with agencies issuing grants.

   D. Realistic budget allotments.

   E. Development of resources.

2. Which of the items listed about in A through E did you actually derive from this session?

   All.

3. What were the strengths of the session?

   The honest and direct presentation; funding sources part, i.e., details of procedure to fund projects and bibliography. Well prepared, specific materials were presented; sessions contained practical and relevant material.

4. What were the weaknesses of the session?

   Not enough time to cover subject area.
   Sources of funding could have been mimeographed.

5. What change, if any, will your attendance at this session make in your work?

   A more knowledgeable approach to grant writing.
   Tremendous help - when time comes to write proposal.
   I have become more motivated to further investigate funding procedures and begin actually writing a proposal.
   More emphasis on pre-writing activities, e.g. contacting funding sources.
   I believe I can develop the ability to write a good proposal - now that I have been informed of the many "pitfalls" and how to avoid them.
   Gives me courage to attempt writing a grant.
   Feeling that although grant writing is a big undertaking, it can be done and can be very challenging.

Comments:

Excellent.
The Special Education Career Education Staff should be commended for providing such a valuable service to those of us who are novices in this area of proposal writing.

STATE REHABILITATION AGENCIES - 11 evaluations

SUMMARY WORKSHOP EVALUATION

Date: February 2, 1977

1. What did you expect to get from this session (please list)?

   A. An overview of Rehabilitation Services for handicapped students.

   B. Specific information concerning referral methods for students, i.e., procedure/screening; OVR programs.

   C. What areas need to be expanded, in relation to children's services.

   D. To establish a contact with OVR in order to explore the possibility of developing needed school related programs.

   E. Follow-up procedures used with placed students.

2. Which of the items listed about in A through E did you actually derive from this session?

   A and B, especially about programs from OVR in N.J. and N.Y.
   C, D.

3. What were the strengths of the session?

   Face to face contact with rehabilitation people. The small group session was very helpful. The general knowledge and information concerning services. Openness about limitations of services.

4. What were the weaknesses of the session?

   Lack of either a tape, filmstrip or other media which might have been used to complement the discussion.

5. What change, if any, will your attendance at this session make in your work?

   Provided me with additional knowledge on the options for handicapped students. Better idea as to which children could be referred. More understanding of OVR referrals and what they are to accomplish.

Comments:

Very informative.
Disturbing to hear that OVR doesn't accept all applicants and no other facilities seemed readily available.

LIFE SKILLS - 14 evaluations

SUMMARY WORKSHOP EVALUATION

Date: February 9, 1977

1. What did you expect to get from this session (please list)
   - A. Definition of Life Skills.
   - B. Guidance information: current materials, how to plan a program, current methods being used in schools.
   - C. Where to obtain materials to use with students.
   - D. Curriculum for different levels for Life Skills for handicapped, i.e., activities to be used in classroom.
   - E. Information regarding Adkin's Life Skills program.
2. Which of the items listed about in A through E did you actually derive from this session?

   A, B, C, D, E.
3. What were the strengths of the session?

   Practical methods and a good methods approach. Gave insight to counseling. Points clearly defined. Dr. Adkins is an excellent speaker. Speaker's impact on group.
4. What were the weaknesses of the session?

   Not enough ties to Special Education/the handicapped student.
   Not enough time for wealth of information.
   Too much of an advertisement for the Doctor's (Adkins) program.
5. What change, if any, will your attendance at this session make in your work?

   Much! I would hope to research/concentrate on Life Skills program as it relates to my population.
   Possibility to explore areas of the materials for possible purchase.

Comments:

Made me realize the depth involved in this program.
Too much Research and Development.
This was a presentation of (Dr. Adkins') Skills-Employability Program and should have been presented as such.
Very Good.

SCHOOL AND COMMUNITY WORK PROGRAMS - 11 evaluations

SUMMARY WORKSHOP EVALUATION

Date: February 16, 1977

1. What did you expect to get from this session (please list)?

   A. Information regarding Placement Agencies/resources.

   B. Information regarding placement techniques; realistic approaches and expectations for individuals.

   C. Ideas for work-study in school system.

   D. Ideas for working with the business community.

   E. Assistance in implementing job development.

2. Which of the items listed about in A through E did you actually derive from this session?

   A and B; C and D; E.

3. What were the strengths of the session?
   Speakers were knowledgeable, specific and helpful. Presentation of examples of approaches that have worked. The question and answer period/Good interaction between speakers and guests.

4. What were the weaknesses of the session?
   Very few - would have liked it to have lasted longer!
   No specific lists given.

5. What change, if any, will your attendance at this session make in your work?
   Marked improvement in being able to direct students after graduation.
   Attempt to implement some ideas, especially stipend concept.
   The information that a child's program completion is not terminated by age will be a great influence!!
   Will enable me to prepare progress report looking into the development of a pre-vocational program in a private institution.

Comments:
Clarifies in my mind some of the important aspects of job placement and helps me to initiate some new activities in my own program.
Extremely on target and helpful from a practical point of view.

VOCATIONAL INTEREST COMPONENT - 11 evaluations

SUMMARY WORKSHOP EVALUATION

Date: February 23, 1977

1. What did you expect to get from this session (please list)?
   - A. Information pertaining to different types of interest testing; theoretical overview.
   - B. Knowledge of how these types of tests affect "users", i.e., are they valid; how are they used?
   - C. Practical Demonstration/experience using an Inventory.
   - D. Modifying career selection where handicap is a problem with individual and his choices.
   - E.

2. Which of the items listed about in A through E did you actually derive from this session?

   All.

3. What were the strengths of the session?

   Participation of our selves! Group discussion of Occupation Inventory answers. Small group with discussion and questions. Actually showing how the inventory is used.

4. What were the weaknesses of the session?

   Not enough time for second speaker to discuss his topic. More specifics needed in actually guiding kids. Did not deal with developing interest.

5. What change, if any, will your attendance at this session make in your work?

   Added to my knowledge.

   Realization from Hall Occupational Orientation Inventory how our needs determine happiness and job satisfaction - will pay closer attention to positive ways of meeting own needs rather than trying to fit in or please an employer - seek alternative ways of meeting own needs within the system.

Comments:

Well directed presentation of subject matter - in terms of participation of all members - speakers, students, instructors.
Was quite awareness-producing.

PROBLEMS OF EMPLOYING THE HANDICAPPED - 9 evaluations

SUMMARY WORKSHOP EVALUATION

Date. March 2, 1977

1. What did you expect to get from this session (please list)?

   A. General information about job placement for handicapped individuals.

   B. Contacts for placements - Industry's attitude toward handicapped.

   C. Success of job placement, i.e., follow-up surveys.

   D. What are employability skills - names of employers.

   E. The nature of the job market at the present time - vocational opportunities.

2. Which of the items listed about in A through E did you actually derive from this session?

   A, B, C, D.

3. What were the strengths of the session?

   Outstanding guest speakers. Excellent! Views of a government agency, a private concern and an educational situation. The speakers. The information on affirmative action. Practical info. from Manpower Representative

4. What were the weaknesses of the session?

   None. Would have liked more breadth and scope. No New Jersey Representative. Not enough time.

5. What change, if any, will your attendance at this session make in your work?

   A renewed enthusiasm for my development of a CPC Grant to develop a work "climate" for EMR/TMR students.
   Ability to bring student in contact with placement people.
   It tends to crystallize my own thoughts.

Comments:

Breaking into groups for further information was helpful.
I will be visiting two sites for further information.
Great!

PARENTS ROLE IN CAREER EDUCATION - 10 evaluations

SUMMARY WORKSHOP EVALUATION

Date: March, 9, 1977

1. What did you expect to get from this session (please list)?

   A. Feelings of parents - Hard information - awareness of parent groups.

   B. What parents expect from professionals - college placement.

   C. Dealing with parents who are not involved in a Parents Association.

   D. Some solutions to my problems.

   E. Information on other districts - techniques to increase community awareness.

2. Which of the items listed about in A through E did you actually derive from this session?

   A - all.
   A,B, C.

3. What were the strengths of the session?

   Format. Discussion. Open, warm, onformed people. Opportunity to participate in dialogue with parents. Legislative information. Good communications - parents' feelings, parents' attitudes. Presentation.

4. What were the weaknesses of the session?

   Too little on specific problems parents have with specific teachers.
   None.

5. What change, if any, will your attendance at this session make in your work?

   Received some information regarding L.D. newspaper.
   Discuss this with my parent group. Make parents aware of their power.
   Renewed effort to mobilize parents.

Comments:

Excellent session.
Quite professional slide show.
Well-run, interesting.
Very informative meeting.

IN-SERVICE TRAINING - 12 evaluations

SUMMARY WORKSHOP EVALUATION

Date: March 30, 1977

1. What did you expect to get from this session (please list)?

   A. Information regarding Career Education.

   B. How to organize in-service training day sessions.

   C. How to Influence Teacher Attitudes.

   D. How to Infuse Career Education into curriculum.

   E. How to conduct Training sessions.

2. Which of the items listed about in A through E did you actually derive from this session?

   A. B. C.
   All.

3. What were the strengths of the session?

   Talk and materials. New information. Concrete suggestions. Good speakers. The comprehensive blue print for organizing career day.

4. What were the weaknesses of the session?

   Availability of materials. No new information.
   None. Too hot.

5. What change, if any, will your attendance at this session make in your work?

   Plan to organize training session.
   Will emphasize use of practical materials and guest speaker.
   Wider perspective of what others have done.

Comments:

Session was helpful to my own project.
Meeting answered my questions.
An annotated bibliography would be great.

IMPLICATIONS OF A SECOND HANDICAP - 7 evaluations

SUMMARY WORKSHOP EVALUATION

Date: April 6, 1977

1. What did you expect to get from this session (please list)?

   A. How a second handicap limits.

   B. Recommendations to deal with conditions.

   C. Factors to consider in counseling the disabled.

   D. Career Problems of Handicapped.

   E. Better understanding of disabled.

2. Which of the items listed about in A through E did you actually derive from this session?
   A and B. All.
   How individuals perceive themselves.

3. What were the strengths of the session?
   Strong session. Provided insight. The format. Mad aware of importance of self-concept. Sensitive approach of speaker. Stimulating speaker.

4. What were the weaknesses of the session?
   None.
   Not specific enough.
   More handicapped people's participation.

5. What change, if any, will your attendance at this session make in your work?
   Changes in my counseling as well as personal life. Reinforcement of professional effort - more insight into some of the coping problems. I want to make career education available to the disabled at my college.

Comments:
Absolutely outstanding session.
Excellent speaker.
New Information.
Session will be running through my mind for some time.

INFUSION - 11 evaluations

SUMMARY WORKSHOP EVALUATION

Date: April 13, 1977

1. What did you expect to get from this session (please list)?

   A. Ways to Infuse Career Education into Special Education Curriculum.

   B. Annotated method to implement the above.

   C. How to apply topic to my population.

   D. Sample lessons that have been successful.

   E. Role of career education specialist.

2. Which of the items listed about in A through E did you actually derive from this session?
   Both. A.B.C. Practical aspects of infusion.
   I learned a technique.

3. What were the strengths of the session?
   Background and information of speakers. Relevancy of infusion.
   Lively presenters. Use of film. Open, meaningful discussion.

4. What were the weaknesses of the session?
   No administrator involved.
   Time delay when projector was not working. No air conditioning.
   Too hot. Presentation did not impart new knowledge.

5. What change, if any, will your attendance at this session make in your work?
   Not sure - Better awareness of how to infuse.
   I am thinking of making a movie.
   I will begin discussion with 3 teachers who have expressed interest.
   Additional resource.

Comments:
A good and practical session.
Found use of film relevant as a teaching device.

MATERIALS FAIR - 15 evaluations

SUMMARY WORKSHOP EVALUATION

Date: April 20, 1977

1. What did you expect to get from this session (please list)?

   A. Discussion of materials related to career education for special education.

   B. What is new and innovative in materials.

   C What is planned for the future.

   D. Pitfalls to avoid.

   E. Reading levels.

2. Which of the items listed about in A through E did you actually derive from this session?

   All.

3. What were the strengths of the session?
   Openness. Presenters did not try to sell product. Good cross-section of publishers. Various programs presented by different companies. Good format. Give and take between educators and publishers.
4. What were the weaknesses of the session?
   Not enough time. Some did not have materials for special education population. None. Lack of recommendations from research.

5. What change, if any, will your attendance at this session make in your work?
   Better opportunity to evaluate materials.
   Will expand on library materials. Better idea of content of some materials.
   I'll use some of the materials.
   I have additional resource people. None.

Comments:
All presenters did a good job.
The presenters were equally interested in getting feedback, ideas and recommendations from audience.
I am interested in vocational testing devices.
The program has been well conceived.

OARD OF EDUCATION OF THE CITY OF NEW YORK

P.S. 86	Bronx,N.Y. 10468	2756 Reservoir Ave.	220-8832
SCHOOL	BOROUGH ZONE	ADDRESS	TELEPHONE

OFFICE OF THE PRINCIPAL

January 28, 1977

Mrs.Judith Kittay,
CRMD Speech Teacher

Dear Mrs.Kittay,

It was my pleasure to be interviewed by Mrs.Beer's CRMD class this morning. The children were well trained to ask intelligent questions about my work and my life. Their social behavior was outstanding.

You have managed to create a wonderful learning atmosphere in the classes you assist and the teachers have benefited greatly from your professional efforts. The children you service will have a great struggle in life. Your able assistance will give them some chance to succeed.

Yours sincerely,

Raymond Osinoff
Raymond Osinoff
Principal

I have received a copy
of this letter.

Signature

LESSONS FOR LANGUAGE DEVELOPMENT IN A CAREER EDUCATION UNIT

Developed by Judy Kittay and Robin Adam, Bureau for Speech Improvement
In Cooperation with The Career Education Institute, Teachers College

LESSON #1 SELF-AWARENESS

AIM:
1. The students will become familar with the mechanics of the program.
2. The students will achieve an increased awareness of themselves.
3. The students will become aware of basic communication skills: eye contact, posture, volume and articulate speech.

MATERIALS: Photographs or pictures which communicate something about the teacher i.e., pets, favorite foods, hobbies, family members, that will stimulate spontaneous language from the students.

MOTIVATION: "I am going to tell you about myself by showing you these pictures. Can you tell us something about me: Who I am? What I like? How I spend my time?"

PROCEDURE:
1. Arrange students in a circle to include the speech teacher and classroom teacher.
2. Show photographs or pictures and elicit information about the teacher from the pictures. The teacher should demonstrate poor speaking habits, poor posture, hands covering mouth and no eye contact. Encourage class to react to this.
3. Ask the classroom teacher to give information about him/her self without stimulus pictures.
4. Starting with the most verbal child, proceed around the circle eliciting similar responses about themselves.

FOLLOW-UP:
1. The classroom teacher should lead a discussion with the class relating to the "new" things that they learned about their neighbor.
2. Ask each member of the class to draw a picture of the people with whom they live.

LESSON # 2 AWARENESS OF SELF AND OTHERS

AIM:

1. The children will have their concept of self-awareness reinforced.
2. The concept of "same" will be established.
3. The students will use appropriate posture and eye contact.

MATERIALS: The class, the classroom teacher, the speech teacher.

MOTIVATION: Ask the students to describe the pictures that they drew from the previous week's lesson.

PROCEDURE:

1. Arrange the circle as was done the previous week.
2. The teacher should use behavior modification techniques to reinforce appropriate posture and the use of eye contact.
3. Select some of the students to describe their family pictures.
4. The teacher should illustrate the similarities between some of the families i.e., John has two sisters, Mary has two sisters. John and Mary have the same number of sisters. Give several examples.
5. Ask some of the students to tell something that is "the same" in their family and a classmate's family.
6. Beginning with the classroom teacher, have the students look at their neighbor and discover something (concrete) that is the "same" between them, i.e., hair color, glasses, apparel.

CULMINATING ACTIVITY:

By initiating a discussion, the speech teacher will develop the awareness of personal and family similarities among "all" the students. This discussion will hopefully lead to a feeling of respect for himself and others.

PROJECT C.C.E.C. - COLUMBIA UNIVERSITY _____ NEW YORK CITY

NEW & REVIEW WORDS: (NEW YORK CITY HISTORY)

1. ranks
2. industries
3. cultural
4. financial
5. capital
6. corporations
7. skyscrapers
8. international
9. metropolis
10. influence

READ THE FOLLOWING PARAGRAPH:

New York City is one of the greatest cities in the world. It ranks with Tokyo, Shanghai, and London as one of the world's four largest cities. It is the center of many large industries, and of business and finance. It is also a center of world shipping, of educational and cultural facilities, and of theater and other amusements.

New York City is one of the most important financial centers in the world. Along Wall Street are the banks, stock exchanges, and other financial institutions that handle working capital for most of the largest corporations in the United States. Park Avenue and Madison Avenue are lined with skyscrapers which house the home offices of many national and international business concerns.

This metropolis has a great influence on the entire nation as well as the world.

MATCHING:

1. New York City
2. Wall Street
3. skyscraper
4. Park Avenue
5. money

a. capital
b. Empire State Building
c. home offices
d. financial center
e. stock exchanges

TRUE OR FALSE:

6. N.Y.C. is smaller than Chicago? ____________
7. N.Y.C. has few seaports? ____________
8. Stock exchanges are not found in N.Y.C.? ____________
9. N.Y.C. is an important financial center? ____________

FILL IN:

10. Park Avenue and Madison Avenue are lined with ______________.
11. N.Y.C. ranks with Tokyo, Shanghai, and London as one of the ______________ largest cities in the world.
12. The financial institutions of N.Y.C. handle working ______________ for large corporations.

JOB INFORMATION INTERVIEW

1. What do you do on your job? What is your job called?

2. Who do you talk to when you work?

3. Who do you work for?

4. What are your hours at work?

5. What do you enjoy about your day at work?

6. Who pays you?

7. How often do you get paid?

8. Do you get a vacation? What do you do with your leisure time?

9. What do you wear when you work?

10. Other information

V-7

BOARD OF EDUCATION OF THE CITY OF NEW YORK

Public School 86 — SCHOOL
Bronx, N.Y.10468 — BOROUGH ZONE
2756 Reservoir Ave. — ADDRESS
220-8832 — TELEPHONE

OFFICE OF THE PRINCIPAL

February 2, 1977
9:15 -9:55

Mrs.Mildred Beer
Teacher Cl. CRMD-312

Dear Mrs.Beer,

It has always been a pleasure to visit your class during the school day. This morning was no exception.

The lesson which you presented was both practical and artistic.

Career education, especially with your children is of great importance in this day and age. The implementation of cinquain poetry enhanced the presentation and development of "What kind of jobs do you see in the Bronx?"

The atmosphere of your classroom was informal and relaxed with you and the children sitting in a circle. Rhyming and poetry was discussed. Syllabification and sounds were reviewed. The children especially enjoyed the hand-clapping in the formation of word sounds.

In developing the poem, "Supermarket" in cinquain form, the children presented their experiences and vocabulary words. A homework assignment further reinforced the Career Education concept.

As you well know, our children in Special Education programs require unique awareness and compassion on the part of the teacher. These qualities have been demonstrated by you. Thank you for an enjoyable morning.

Very truly yours,

Anthony Zamprelli
Assistant Principal

I have received a copy
of this letter.

az/yf Teacher's Signature

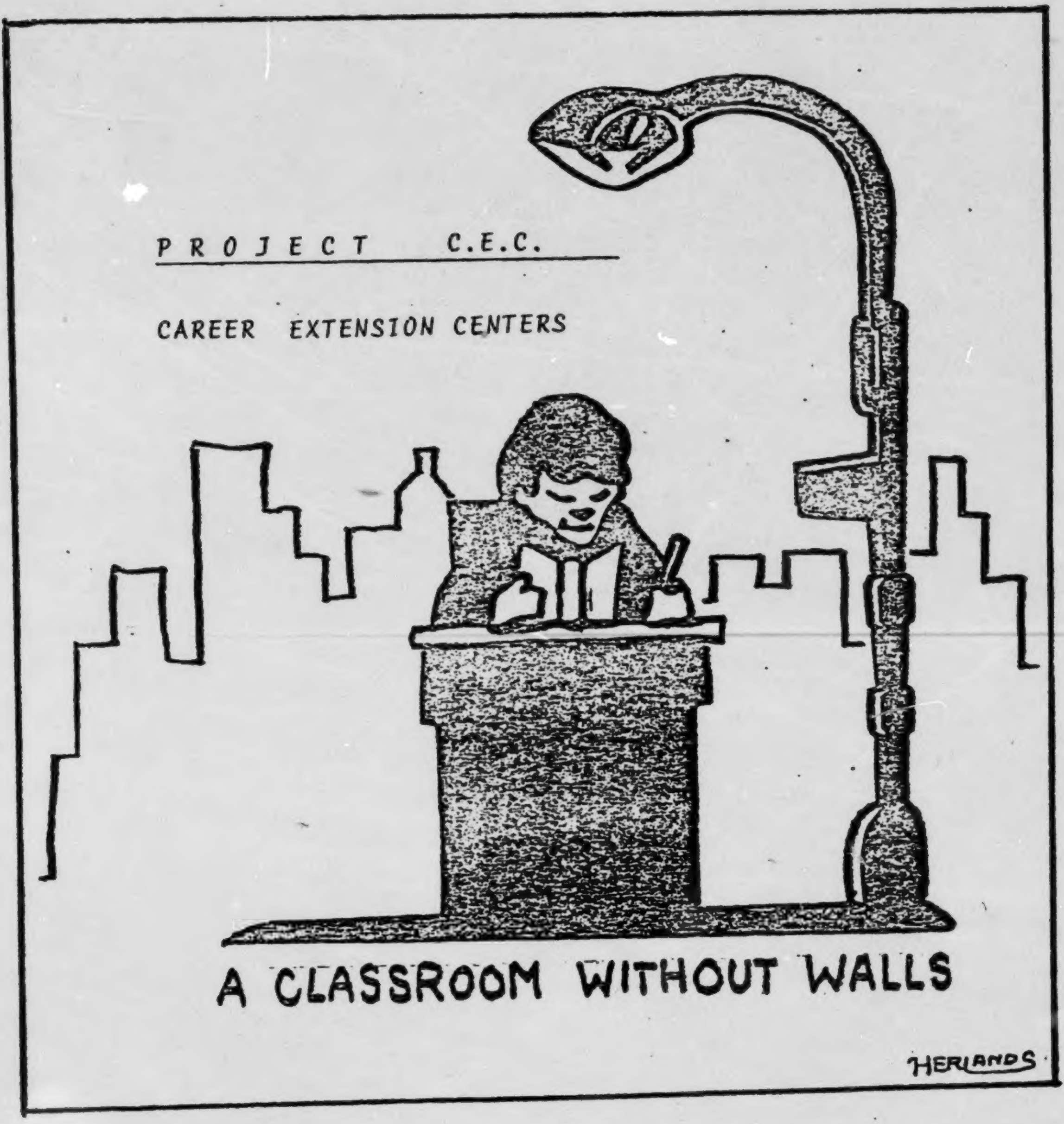
V-8

NASSAU BOCES Secondary Level School

CAREER DEVELOPMENT CENTER, HASKETT DRIVE, SYOSSET, NEW YORK 11791

PROJECT C.E.C.

CAREER EXTENSION CENTERS


A CLASSROOM WITHOUT WALLS
HERLANDS

BY: Ida L. Acunto
Feb. 1977

NASSAU/BOCES Secondary Level School
CAREER DEVELOPMENT CENTER, 100 HASKETT DRIVE, SYOSSET, NEW YORK 11791

February 1977 by: Ida L. Acunto, Principal

PROJECT C.E.C. -- CAREER EXTENSION CENTERS

An extension pilot program of Career Development Center, Nassau BOCES.

The first in a series of experimental pilot programs that utilizes the Community as the Educational Laboratory for expanding Career Education for the Student with special needs presently attending the Career Development Center Secondary Level School.

Target Population

The program is designed for a class of students with special needs who are in minimal adjustment and have not as yet identified a career area. Although they have acquired skills, the nature of their needs will require extended experience to combat the attendent ambivalence which prevails and prohibits the incorporation of "work" as an inherent value. Partly due to "street-wise" sophistication, the students have plateaued from the Career Development Center setting.

In programming for interaction with the adult community, the objectives are to "quicken" personal identity, begin the infusion of a "work ethic", and re-stimulate interest in continuing self-development in a career leading to independent employment.

DESCRIPTION OF PROGRAM

A class of eight (8) students from CDC, Nassau BOCES with the assistance of Teachers' College, Columbia University staff will be given the opportunity to learn different careers through observation and direct experience within the University setting.

The Columbia University Teachers' College site was selected because of the availability of professional staff: Career Education Specialists and Counselors who, together with the CDC staff, can formally implement and evaluate the process approach to building career consciousness.

Also, the availability of a sufficient number of work stations that a University setting affords is ideal for high school students with approximate skills. Some of the work station opportunities are in the mailroom, library, experimental Primary School, Health Department, Graphics Division, Secretarial Offices, classrooms, etc.

Work station selection will depend on student skills, interest, and goals ascertained during initial-intake counseling procedures and Behavioral criteria established by CDC staff.

In addition to a rotational job-exploration phase, the ten week program will include on-going group counseling conducted by the career education specialist.

The opportunity for "on-site instant" counseling and supervision while working is key to the development of career skills.

The process, while supportive also allows the students to check his judgment, and prevent problems before they have a chance to happen.

The need for "instant" gratification and approval is a common need among students with handicapping conditions, and until a significant measure of self-confidence is achieved through repeated reality testing and checking of perceptions and behaviors, the student will not be able to progress with certainty to the next behavioral level.

The concept of accomodating to the special ego needs of handicapped persons is crucial to understanding the process-approach in planning a career education program.

Characteristic too, of this population, is the high-anxiety factor that must first be reduced before any attempt at developing self-awareness in the career area can be judicially attempted.

Teacher-pupil interaction and the degree of genuine empathy shown these students will influence their readiness as well as stimulate their motivation to proceed with the program.

Therefore, in programming, sufficient lead-time for building trust must be given serious consideration and estimated into the schedule.

As with patients in a therapeutic relationship, the transference with the analyst must be established before behavioral modifications can occur. In this case, the student-counselor-teacher interaction must become secure.

Through the process of supportive intervention, the students' confidence will be sustained throughout the duration of the project. Hopefully, the length of the program is of sufficient duration for most of the students to make lasting transfer-gains.

This factor is one of the programs ultimate goals for evaluating success of the project.

CALENDAR

The program is scheduled to begin around March 15 and run for ten weeks through the end of May (open-ended for continuation as/if warranted).

The class of eight students accompanied by one classroom teacher and one teacher aide will arrive at Teachers' College from CDC by 10 A.M. and leave Teachers' College for return to CDC at 1 P.M. The group will meet three times a week giving a total experience of 90 hours per student.

BUDGET

The estimated cost to CDC is the salary of one teacher aide, transportation costs, instructional materials, lunch plus rental fee for Teachers' College in compliance with specified proposal for lease or rental of University facilities.

BROAD PROGRAM GOALS

I. Habituation to a new-learning environment other than the traditional school facility.

II. Expanded enrichment and personal growth opportunities through "risk-taking" and problem-solving.

III. Increased awareness of University learning through classroom visitations.

IV. Increased knowledge of career opportunities within the University complex.

V. Increased motivation in higher education.

VI. Career Skill Practice

VII. Career Skill Training

VIII. Beginning appreciation of University life.

IX. Career Identification and tentative career selection.

SPECIFIC PROGRAM GOALS

Specific for each student and based on the teaching of comprehensive career education elements as: Increased self-awareness, decision-making practice, educational and economic awareness, testing of beginning competency, assessment of employability skills, attitudes and appreciation development.

PROGRAM ASSESSMENT

Based on achievement of Individual Performance Objectives

EXAMPLES OF INDIVIDUAL PERFORMANCE OBJECTIVES

1. To have student participate in activities for 90% of the time.
2. To have each student satisfactorily rotated between a minimum of 2 out of 4 possible work stations.
3. To demonstrate improvement in at least two out of 4 behaviors (social, emotional, etc.) identified at onset of program.**
4. To indicate a possible area career of interest.
5. To show improved campus behavior (at CDC) measured by the elimination of wandering (or other).
6. To demonstrate increased self-confidence by working independently and completingassigned tasks (at CDC).
7. To have improved communication skills in telephone manners and practice, responding in completed thoughts to questions relating to career interest.
8. To have 90% participation free of negativism.
9. To have positive changes in affect.
10. To complete work samples with 90% efficiency.
11. To demonstrate appropriate"work attitudes" (for 8 out of 10 samples) through simulation performance tests.
12. To achieve 85% proficiency in responses on tests that measure work-appreciation.

PROGRAM EVALUATION

Processes:

1. Direct observation (both CDC and T.C. staff)
2. Pre and Post behavioral comparison scales
3. Teacher anecdotal reports.
4. Counselors reports
5. Psychological testing
6. Attitude and Appreciation Development Rating Scale
7. Behavioral Check Lists.
8. Teacher-made tests (Economic & Basic Competency Skills)
9. Reaction reports (self-awareness)
10. Encounter Techniques
11. Work-station Supervisory Reports

* Criteria for determining satisfactory work output: will be designed by T.C. and CDC staff based on work-samples and work attitudes.

** Instrument Process to be used to be designed by T.C. and CDC staff.

Independence course

Daily News 5-25-77

Catholic Charities' program for the retarded

By PAULA BERNSTEIN

EDDIE AND LINDA were telling me what it's like, being retarded. "People don't know what it means," said Eddie, 15. "They think it means slow."

Are you slow, Eddie?

"I think I am slow in work. I'm fast in the things I like, woodworking and shop. People call us retarded when we don't do what they say: 'You're retarded, you don't know nothing, you're dumb.' My aunt says: 'You're retarded,' and it gets me mad."

Linda, 14, finds older kids are the cruelest: "Some think because they're in a regular class, they know everything."

She is sad but philosophical about it: "There's always going to be some people who say you're retarded. My mother says to ignore them."

Eddie and Linda talk that way. I have not put words in their mouths. They are among the educable retarded, with mental ages of about 7 to 10, capable of reading on a second to fifth grade level.

As we all are, they are individuals with their own special talents and skills, and they are capable of much more then we sometimes assume.

Like other teenagers, Eddie and Linda (not their real names) are going through typical adolescent crises, unraveling family ties and sorting themselves out on their way to becoming adults. At first, I hesitated to discuss their feelings about retardation. But Mike Goonan, their teacher, waded right in, having brought up the subject before.

Mike is a practical man with a mission: teach 17 retarded teenagers, ages 14-15, to cope with the world. Mike treats retardation as a handicap, neither unspeakable nor insurmountable.

Mike wears thick glasses. "I didn't like people calling me 'four eyes' when I grew up" he started. "How do we feel about being called retarded and not being treated like normal people? Do you get upset when people call you retarded?"

"Some people just use it to make you mad," said Linda.

"I'm not saying all the kids do it," said Eddie, "but sometimes even the little ones throw snowballs and rocks at me.

"Don't call me retarded," he pleaded. "Call me Eddie."

"Yeah," agreed Linda. "Call me by my name, not, 'Hey, look at the retarded'."

Eddie and Linda are in the Catholic archdiocese's only high school class for the retarded—a 20-year-old dream come true last September. The classroom is in the Sacred Heart of Mary High School for Girls in the northeast Bronx and is funded by Catholic Charities and Education Appeal.

Until last fall, at age 14, mentally retarded students had to leave the archdiocese's [illegible] special classes for a public high school or perhaps just for life at home.

Independence and self-sufficiency are the goals in the new high school work-study program, planned by Sister Therese Forker, assistant director of special education for Catholic Charities.

"Independent living means taking care of yourself, and there's no independence if you can't travel," she says. When the program began in September, she insisted all the students must learn to travel alone from home to school on public transportation. Some parents thought it couldn't be done, but by October, all the students had learned their routes. (They carry cards with identification and written travel instructions and they seek out a policeman if they need help.)

Eddie and Linda each spend about an hour by subway and bus from Manhattan to the Bronx. "I tell my family I've got to learn not to be afraid of the train, because when our parents aren't here, we'll have to travel alone," said Linda.

"You've got to make it on your own," agreed Eddie. "The earlier you do it, the better, even though it's scary sometime."

TO MIKE, THEIR teacher, "the great struggle here is to be independent." Mike wants to make life work for them, to teach them to read subway maps and menus and job instructions to make change and make bank deposits, to answer the phone, to type, to buy a ham sandwich at the neighborhood deli, to write down orders, to fill out forms and to blend with the so-called "normal" people of the workaday world.

"The job world is the last resort," he believes. "If they don't find jobs, they'll be dependent people. I hope this program makes them autonomous. I'd do anything to get that for them."

The boundary has not yet been reached in educating the mentally retarded, declares Sister Therese. "The more we ask of them, the more they can do. How far they can go, nobody knows. I would rather try, and say we bit off too big a piece than not to try at all. I want to open doors so they have a chance."

Eddie and Linda got a delicious taste of the working world not too long ago when they helped at the mimeograph and collating machines at Catholic Charities headquarters in Manhattan. They yearn to find permanent jobs. "I can do work, and I would come in early," promises Eddie.

Linda tells a story that reveals a great deal about how people think about the retarded and how the retarded fight back. "I do the shopping for the family and sometimes the grocery man cheats me," said Linda. "But one day I had a calculator on me and I showed him, 'Mister, you didn't give me the right change.' My father always said to look at the change. The calculators are pretty smart.

"I might look stupid," Linda added, "but I'm not. I would like to take care of children like me, someday, and tell them how people used to treat me."

APPENDIX VI

A CAREER EDUCATION INVITATION FROM TEACHERS COLLEGE, COLUMBIA UNIVERSITY

The Teachers College Inservice Career Education Project for Special Education Leaders offers you an opportunity to attend any or all of the following sessions. Each program will be targeted to meet a need that your system may have. Join the Special Education Career Education Staff (perhaps the only one of its kind in the United States) at 12:30 on any of the following dates in Room 157 Thorndike Hall, Teachers College, Columbia University at Broadway and 120 Street in Manhattan. All sessions last until 4:30. Since space is limited, please call Dr. Barbara Vorndran or Mrs. Eva Hoffmann at (212) 678-3872 for a reservation for the sessions of your choice.

January 5, 1977 Evaluating the Career Potential of Exceptional Students

The use of tests, worksamples, observations, and other procedures to provide a foundation for career planning with exceptional students.

January 12 and January 19, 1977 Writing the Career Education Grant Proposal

In addition to a presentation of the basics of grantsmanship, these sessions will let you look at successful proposals and actually start a proposal of your own.

February 2, 1977 Cooperating with State Rehabilitation Agencies in Career Education for Exceptional Students

A dialogue with representatives of state rehabilitation agencies concerning joint programming and mutuality of interest.

February 9, 1977 The Skills of Daily Living Component in a Career Education Program for Handicapped Students

Innovative approaches to building curriculum and instructing handicapped students in life skills and strategies.

February 16, 1977 Building School and Community Work Programs for Exceptional Students

Job development in a difficult labor market, selective placement, special sheltered and semi-sheltered opportunities, and coordinating work experience with school activities

February 23, 1977 The Vocational Interest Component in Career Education for Handicapped Students

Measuring and developing interests, and providing for them in the career education program

Some Facts about these Meetings

...No fees...A warm welcome from fellow special educators
...Interaction with the year-round participants in the Project, a group of gifted and skillful special education leaders
...Open to teachers, supervisors, administrators, coordinators, and other special education personnel

PLEASE POST

APPENDIX VII

CAREER EDUCATION INSTITUTE*

Department of Special Education
Teachers College, Columbia University

This is to certify that

____

was a member of the Career Education Institute for Special Educators held during the academic year 1976/77. As part of the Institute each member attended thirty sessions of four hours each at the college.

Barbara S. Vorndran ____________________ ____________________
Career Education Coordinators

Chairperson, Department of Special Education

____
Dean

---

* Funded by U.S. Office of Education under Public Law 93-380 as amended
Project # 451AH60867

Career Education Library

Agriculture

Agriculture Careers. Several Sources.

Horticulture: Training Program for Visually Handicapped. South Carolina Commission for the Blind.

Occupations in Dairy Industry. U.S. Department of Labor, 1970.

Art

Art, Design, Photography Careers. Several Sources.

Interior Design Career Guide. American Society of Interior Designers, 1976.

Business

Business/Economics/Catalogue, Prentice-Hall, 1975.

Careers in Insurance. Several Sources

Law as a Career. American Bar Association.

Learning Methods Laboratory. American Institute of Banking.

Whitney M. Young, Jr. Fellowship in Banking. American Bankers Association, 1977-78.

Career Adaptability Skills

How To Get A Job. President's Committee on Employment of the Handicapped.

Rehabilitation and Manpower. University of Wisconsin, 1975.

Career Guidance and Counseling

Abstracts: Vocational Education, IX, No. 1, 1976. Center for Vocational Education, Ohio State University.

BOCES Outreach Program, 1972-73. Nassau Board of Education

Career Awareness Exemplary Project, Vocational Training. North Dakota, 1974.

Career Counseling and Placement. Idaho, 1975.

Career Development Guide for Elementary Schools. University of Maine.

Career Development in Nevada, 1974, 1976. Nevada Dept. of Education.

Career Development Service, 1976. Palmer Publications.

Career Education, 1974. Mississippi Department of Education.

Career Education and Counseling: Agencies and Newsletters and Conferences. Many Sources.

Career Education: Annotated Bibliography, 1975. Maryland Department of Education.

Career Education: Children's Books, 1974. Florida State University.

Career Education Curriculum, 1976. Kentucky Department of Education.

Career Education; How To Do It. U.S. Office of Education, 1974.

Career Education in Georgia.

Career Education Program, 1974-75. Research for Better Schools, Philadelphia.

Career Education (Spanish) 1975. Department of Public Instruction.

Career Education - State Programs.

Careers for a Changing World. N.Y. Life Insurance.

Career Guidance in the Classroom. Suffolk County, N.Y.

Cluster Implementation Guide. Oregon Department of Education.

College Entrance. B'nai B'rith Counseling Service.

Counselor's Information. B'nai B'rith Counseling Service, 1974-76.

Counselor's Role in Career Education, E. Hoffmann, N.Y. State Project to Implement Career Education, 1975.

Developing Career Education. Nebraska Department of Education.

Eric Clearing House in Career Education, ERIC.

Facing Facts About Preparing for Your Future. Prudential Press.

Facing Facts About Vocational Education. Prudential Press.

Final Report; Project GROW, 1974. Kentucky, Bureau of Vocational Education.

Grants: Career Education. HEW, Washington, 1975.

History Report - Project GROW. Kentucky, 1972-74.

Human Relations for Career Preparation. Kentucky Department of Education.

Informal Notebook;1975. American Personnel and Guidance Association.

Introduction to Career Education, 1974. Office of Education.

Job O - Manual, 1974. Career Materials, California.

Learning to Live, 1976-77 Catalog. Argus Communications.

National Association of Trade and Technology Schools, 1974, 75, 76 Directory.

Occupational Career Clusters in Oregon. Oregon Department of Education.

Opportunities on Private College Campuses. N.Y. State Department of Education.

Our Working World, 1964. Science Research Association, Chicago.

The Pencep Process. Penasco Schools, New Mexico.

Planning Your Career. General Electric, 1971.

Postsecondary Education - Newsletter. N.Y. State

Resources for Youth. May, 1976.

Sample Tests. Psychological Corporation.

Sample Vocational and Aptitude Tests. Several Sources.

Sourcebook: Management for Seniors, 1976. U.S. Army.

Student Loans - College.

Test Service Bulletin. Psychological Corporation, 1948-72.

The Career Decision-Making Program. McKnight.

Theoretical Articles About Career Education. Several Sources.

Vocational Foundation - Newsletter. 1976.

What To Do After High School, 1971. Science Research Association.

What Will I Be From A to Z?, 1972. National Dairy Industry.

Your Guide to NYC's Resource Centers. NYC Board of Education.

Career Information

A Career is Calling. American Telephone and Telegraph Co., 1975.

A Life Career. Institute of Life Insurance, N.Y.C.

American Hotel and Motel Association. Several Sources.

California Occupation Guides. Employment Development.

Careers: Electric/Telephone Engineering. Rural Electrification Administration, Department of Agriculture, 1975.

Careers in Government; Civil Service. Several Sources.

Careers in Journalism. Newspaper Fund, Inc., 1971.

Careers in the Liberal Arts. Mt. Holyoke College.

Careers in Trucking Companies. Ford Motor Company.

Classification Scheme for Career Education. U.S. Office of Education.

Clothing Careers. Several Sources.

Counseling Professions. Many Sources.

Earl Warren Legal Training Program, Inc. N.Y.N.Y., 1977.

Fitting in on the job takes more than technical skills. Gregg/McGraw-Hill, 1976.

Food Service. Several Sources.

Guide to Career Programs. Open Doors, N.Y.C., 1975.

Job - O Dictionary, 1976. Career Materials, California.

JOBS - 5 pamphlets. U.S. Dept. of Labor, Bureau of Labor Statistics.

Journalism Scholarship Guide, 1976. The Newspaper Fund, Princeton, New Jersey.

Motor Vehicle, Facts and Figures, 1976. Car Manufacturers Association.

N.Y. Times College and School Service. N.Y. Times, N.Y.C.

Occupational Outlook Quarterly, 1976. U.S. Dept. of Labor.

Open Doors; Business and Community Resources, 1976. Open Doors, N.Y.C.

Opportunities in the Welding Industry. American Welding Society, 1974.

Opportunities Unlimited. Wood Industry Careers.

Planning Career Field Visits. Nassau Board of Education.

Plastics Are Part of the Future. Bronx Community College.

Publishing and Printing Careers. Several Sources.

Sources of Free Occupational Information. State of California, 1975.

Special Education as a Career, 1974-75. U.S. Office of Education.

The Guide to Career Education, M. Lederer. Quadrangle Books, 1974.

Washington Center for Learning Alternatives. School Catalogue.

Cooperative Work Experience

Cooperative Employment Orientation. New Jersey.

Curriculum for the Handicapped

Introducing Approaches to Mainstreaming. Teaching Resources Corporation.

English Language Arts

Occupations in Library Science, 1973. U.S. Dept. of Labor.

Evaluation

Catalogue - Career Education/Testing booklets, 1976. Science Research Associates.

Catalog of School Tests, 1975-76. Educational Testing Service.

Catalog of Standard Tests, 1974-75. Scholastic Testing Service.

Differential Aptitude Tests. Psychological Corporation.

Instructional Programs/Tests, Catalogue, 1976. American Guidance Service.

Psychological Corporation - Catalogue, Psychological Testing. N.Y.N.Y., 1976.

Psychological Tests, 1975 Catalogue. Institute for Personality and Ability Testing.

Female

On Your Mark for Change. Montgomery County Commission for Women, 1976.

ROA Films, Catalogue, 1976-77. Milwaukee, Wisconsin.

General Elementary and Secondary Education

Career Education Manual, 1974. Kentucky Department of Education.

Explore: Middle-Grades Career Education Program. Scholastic, 1977.

Guide: N.Y. State Education. ERIC, 1974-75.

Implementing Career Education. N.Y.C. Board of Education, 1975.

Teaching and Library Careers. Several Sources.

The Rise Report; Commission on Reform. California Department of Education.

Writing Behavioral Objectives for Occupational Education. University of Massachusetts.

Health Occupations

A Career in Pediatrics. American Academy of Pediatrics.

Emergency Medical Technicians, Occupational Outlook Quarterly. U.S. Department of Labor, 1976.

Have You Considered a Health Career? HEW, Health Resources Administration, 1976.

Health Occupations. Many Sources.

National League for Nursing. 1975.

Social Worker and Therapists. Several Sources.

Physical Education and Recreation

Recreation and Park Education. Several Sources.

Home Economics

Careers in Foodservice. National Institute for the Foodservice Industry.

Mentally Handicapped

Altro Workshops. Bronx, N.Y.

Getting Ready for Pay Day, Parts I and III. Richmond Public Schools, Virginia.

Goodwill Industries. N.Y., 1974.

Help Yourself to a Job. Finney Company, 1965.

I Want a Job. Richmond Public Schools, Virginia, 1964.

Jewish Employment and Vocational Service. 1974.

Kaleidescope, Vol. X. No. 1, Winter, 1977. N.Y.S. Association of Teachers of Mentally Handicapped.

Practical Advice to Parents of Handicapped. U.S. Office of Education, 1974.

Preparing for Work - Handicapped. President's Commission on the Handicapped.

Sex Education for Mentally Retarded. AHRC Training Center and Workshop, 1968.

Training Therapists. National Association for Retarded Citizens.

Vocational Program for Handicapped. Salina, Kansas.

Natural Science

Careers in Engineering. Several Sources.

Careers in Natural Sciences. Several Sources.

Ecology Careers. Several Sources.

What's it like to be an Engineer? General Electric, 1974.

Office Occupations

A Complete Course in Legal Secretarial Practice. Lawyers Bookshelf.

Business and Office Careers. Many Sources.

Clerical Jobs. Several Sources.

Physically Handicapped

Brooklyn Bureau of Community Service. Brooklyn, N.Y.

Education Rights for Hearing Impaired. National Commission on Education of Deaf, 1973.

Funding Guide for the Removal of Environmental Barriers. Architecture and Transportation Compliance Board, 1976.

ICD Rehabilitation and Research Center. N.Y., 1975.

Industrial Home for the Blind.

Jewish Employment and Vocational Service. 1974.

Jewish Guild for the Blind - Directory. N.Y.N.Y.

List - Children with Handicapping Conditions, Organizations, Associations, Agencies. SEINC, Albany, N.Y.

N.Y. Association for the Blind. Several Publications.

Practical Advice to Parents of the Handicapped. U.S. Office of Education, 1974.

Pre-Vocational Services for Multi-Handicapped. N.Y. Institute for the Blind.

Program Guide. N.Y. Institute for the Blind.

Vocational Rehabilitation. N.Y. Department of Education.

Placement

How Not to Blow a Job Interview. U.S. Army, Government Printing Office.

JOB Prospector. Prospector Research Services, Inc., 1977.

Looking for Employment; Resume/Interview. Several Sources.

Meeting College Costs. College Scholarship Service, 1976.

Merchandising Your Job Talents. U.S. Department of Labor, 1969 and 1976.

So you want to go to work. General Electric, 1972.

Why Young People Fail to Get and Hold Jobs. N.Y. Dept. of Labor.

Staff Development

Career Education. U.S. Chamber of Commerce.

Career Education in Alabama. Alabama Department of Education.

Research Bulletin - New Jersey Council Schools At Work. N.J. School Development Council, 1976-77, Vol. 1.

Technical Education

Technician, Mechanic, Repairmen. Several Sources.

Trades and Industrial Occupations

Apprenticeship on the Move. Electrical Industry, N.Y., N.Y.

Can I Be a Draftsman. General Motors, Detroit, Michigan.

Occupations in Electronic Computing. U.S. Department of Labor, 1972.

Occupations: Metal Cutting Machines. U.S. Department of Labor.

The National Apprenticeship Program. Department of Labor, Manpower Administration, 1975/76.

The Story of Aluminum. Aluminum Association.

Trades and Industrial Occupations. Many Sources.

Catalogues

Argus Communications: Career Education. Argus Communications, 1976.

Career Guidance - Catalogue. W. Morrow Co., N.Y.N.Y.

Careers in Focus - Catalogue. Gregg/McGraw-Hill.

Careers in Focus - Discovering You. McGraw-Hill, 1976.

Catalog, 1975-76. American Institute of Banking.

Catalog of Publications, 1976-77. B'nai B'rith Career and Counseling Services.

Catalogues of Publications and Media in Career Education and Counseling. Many sources.

Center for Vocational Education - Catalogue. Ohio State University, 1976.

Columbia University Press Catalogue; "Manpower and Human Resources". Columbia University Press, N.Y.N.Y.

Counseling Resources, 1977. American Personnel and Guidance Association.

CTES 1977 Catalog for Learning Resources, K-12. Changing Times and Education Service, 1977.

Educational Activities Inc. Catalog. Educational Activities, Inc., 1977.

Educator's Guide to Free Guidance Materials, 1976. Educators Progress Service, Randolph, Wisconsin.

EXPO 10 - Catalog. Science Research Association.

Films and Videocassettes - Catalogue. Agency for Instructional Television, 1976.

Filmstrips for Education. QED Productions.

Group Organization Studies, Winter Catalog 1977. University Association, 1977.

Houghton Mifflin - Catalogue. Houghton Mifflin, 1976.

Instructional Materials from EMC - 1977. E.M.C. Corporation.

Instructional Media for Human Growth and Development. Guidance Associates.

List of Free Materials for Educators. Dow Jones and Co.

LRC Fall/Winter Catalog 1976. Learning Resources Corporation.

Materials Catalog, 1976-77. Career Education and Career Guidance Resource Center (BOCES).

Morrow Books, Fall, 1976. W. Morrow Co., N.Y.N.Y.

Motion Pictures, Filmstrips Catalogue. Centron Educational Films, Lawrence, Kansas.

Multi-Media Instruction - Catalog. Interpretive Education.

Parents' Magazine Films - Catalogue. 1976-77.

Pay in N.Y.C., 1975. U.S. Bureau of Labor Statistics.

Prentice-Hall Catalog, 1976. Englewood Cliffs, N.J.

Prentice-Hall Humanities Catalogue, 1975. Englewood Cliffs, N.J.

Psychological Tests - Catalog, 1974-75. Sheridan Psychological Services.

Psychology and Guidance Films Catalogue. University of Illinois, Champaign, Illinois.

Publications 1976. Wisconsin Vocational Studies Center, 1976.

School Television Service Manual for Teachers. WNET Channel 13, New York, 1975.

Starter File of Free Occupational Literature - Catalogue. B'nai B'rith Career and Counseling Service, 1975.

Teaching Resources Catalog 1977. Teaching Resources Corporation.

U.S. Government Publications - Catalogue. March, 1976.

Vocational Guidance Manuals - Catalog, 1976.

What's it like to be a technician? General Electric, 1975.

Yellow Pages of Learning Resources. Group for Environmental Education, M.I.T. Press, 1972.